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JUNE, 1930

No. 4

BULLETIN

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

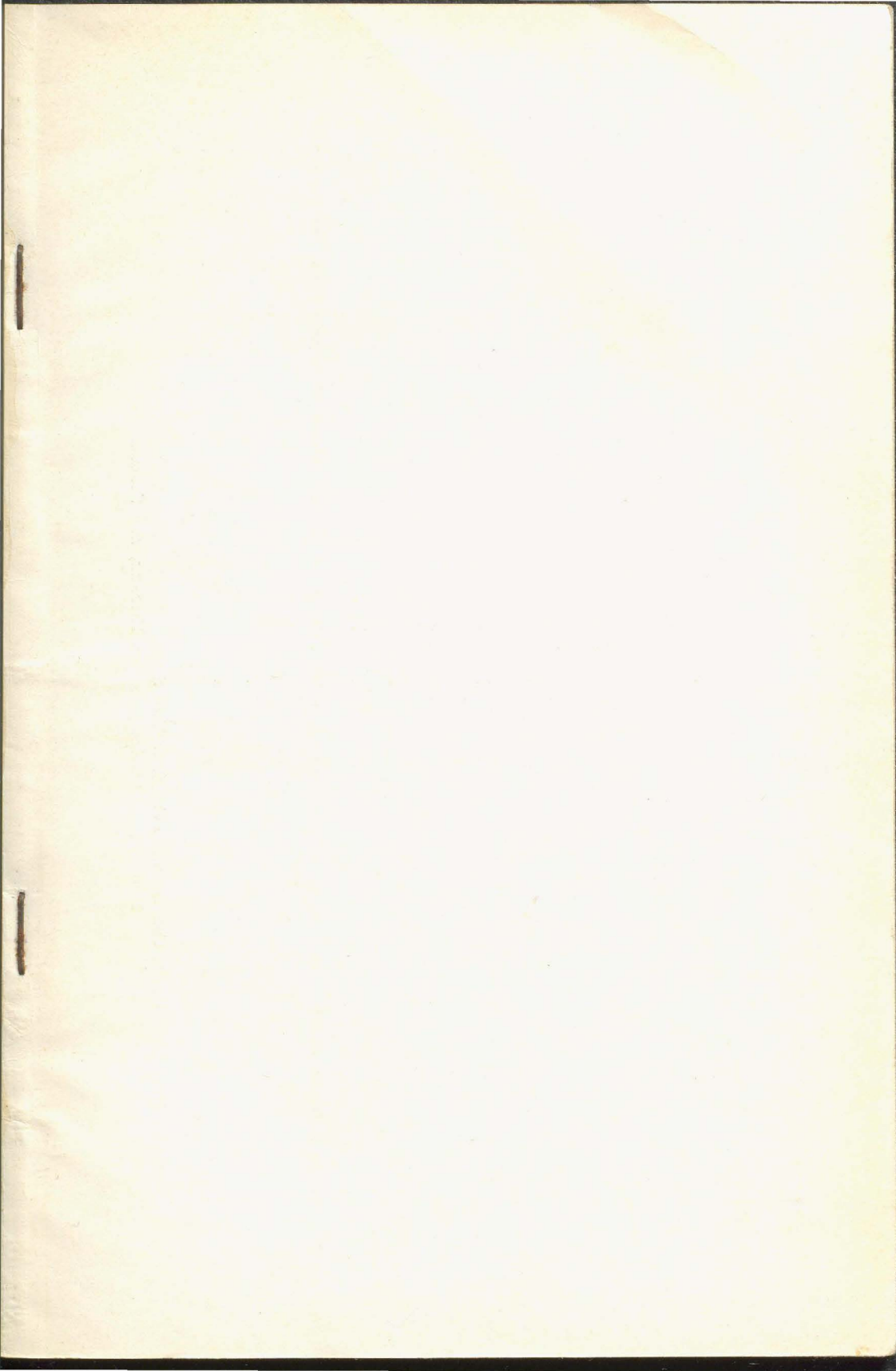


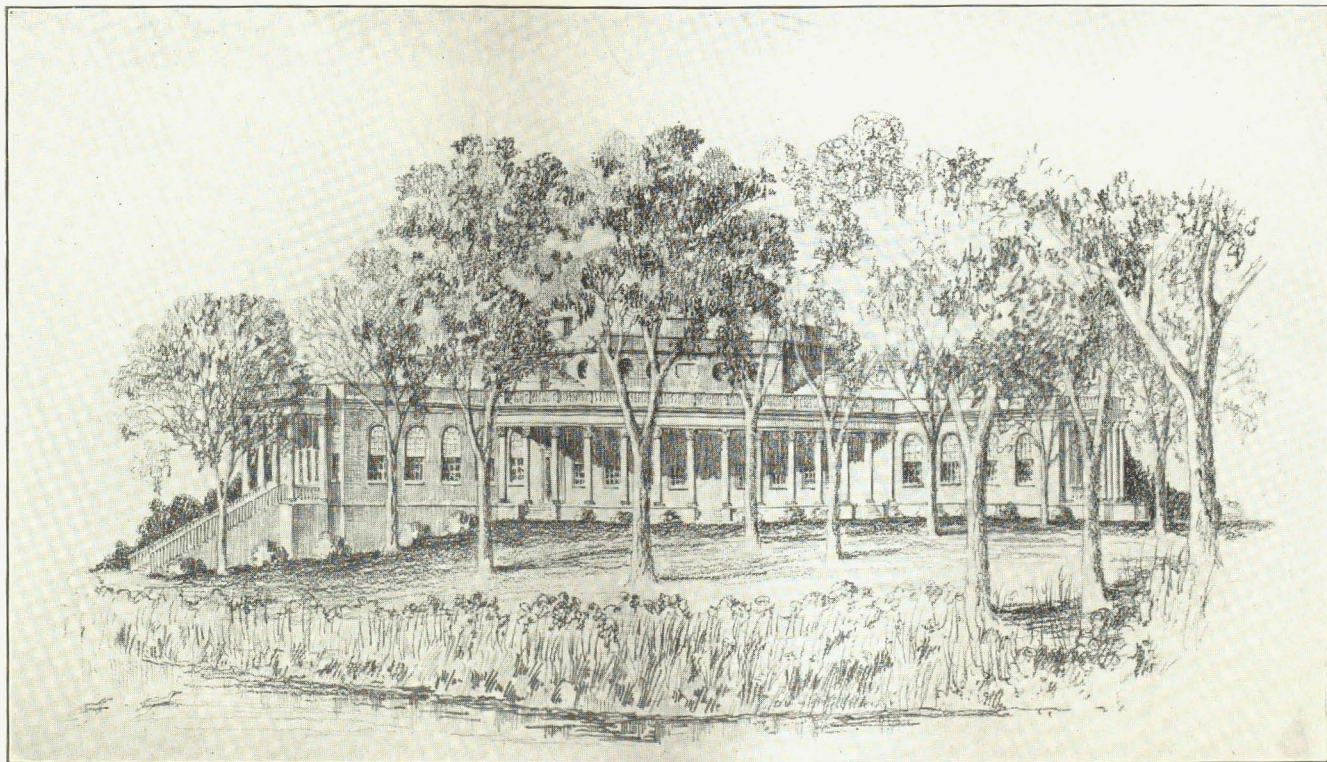
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1929-30

WITH ANNOUNCEMENTS
1930-31

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Chas. M. Robinson, Architect

DINING HALL NOW UNDER CONSTRUCTION, CONTAINS TWO STUDENT DINING ROOMS, FACULTY DINING ROOM, TEA ROOM,
HOME ECONOMICS LABORATORIES, KITCHEN, AND STORAGE

BULLETIN
STATE TEACHERS COLLEGE
FREDERICKSBURG, VIRGINIA

Catalogue for 1929-30
Announcements for 1930-31

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Session Closes June 8, 1931

RICHMOND:
DIVISION OF PURCHASE AND PRINTING
1930

"No conqueror can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can *create a new vision* and liberate the latent powers of our kind."

—H. G. Wells.

MEMBER OF
AMERICAN ASSOCIATION OF TEACHERS COLLEGES
AND
THE NATIONAL ASSOCIATION OF COMMERCIAL TEACHER-
TRAINING INSTITUTIONS

CALENDAR

1930														1931														1932													
JANUARY							JULY							JANUARY							JULY							JANUARY													
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29	30	21	22	23	24	25	26	27	28	29	30	27	28	29	30	31	26	27	28	29	30							
..	28	29	30	31							

THE COLLEGE CALENDAR

1930-1931

FALL QUARTER

1930

September 23, Tuesday---Fall Quarter begins
September 23, Tuesday---Registration of Freshmen
September 24, Wednesday--Registration of Upper Classmen
September 25, Thursday--Classes begin
November 27, Thursday--Thanksgiving (holiday)
December 20, Sat., 12 M--Christmas vacation begins

WINTER QUARTER

1931

January 5, Monday-----Winter Quarter begins
February 22, Sunday-----Washington's birthday (holiday)
March 18, Wednesday----Quarter ends

SPRING QUARTER

March 19, Thursday-----Spring Quarter begins
April 3, Friday-----Spring vacation begins
April 7, Tuesday-----Spring vacation ends
June 8, Monday-----Quarter ends

SUMMER QUARTER—1931

First Term

June 15, Monday-----Summer Quarter begins
July 18, Saturday-----First term Summer Quarter ends

Second Term

July 20, Monday-----Second term Summer Quarter begins
August 22, Saturday-----Summer Quarter ends

TRAINING SCHOOL CALENDAR

1930-1931

FALL QUARTER

1930

September 15, Monday-----First Quarter begins
November 27, Thursday-----Thanksgiving (holiday)
December 19, Friday-----Quarter ends

WINTER QUARTER

1931

January 5, Monday-----Second Quarter begins
March 18, Wednesday-----Quarter ends

SPRING QUARTER

March 19, Thursday-----Third Quarter begins
April 6, Monday-----Easter holiday
June 5, Friday-----Quarter ends

TABLE OF CONTENTS

	PAGE
THE COLLEGE CALENDAR.....	5
TRAINING SCHOOL CALENDAR.....	6
STATE BOARD OF EDUCATION.....	9
OFFICERS OF ADMINISTRATION.....	10
FACULTY	11
FACULTY COMMITTEES	22
OFFICERS STUDENT ACTIVITIES.....	23
GENERAL INFORMATION	25
Purpose	25
Location	26
Transportation	28
Buildings.....	28
Equipment.....	31
Recreational Facilities	31
Twelve Salient Reasons for Selecting This College.....	31
Standing of Graduates.....	32
Expenses.....	33
Admission Requirements	34
Directions for Admission.....	35
Transfer of Credits.....	35
Day Students	35
Room Assignments	35
Student Advisory System.....	36
Scholarships, Aid Positions, and Loans.....	36
Commencement.....	38
Miscellaneous Notes	38
ADMINISTRATION.....	39
Organization.....	39
Summer Quarter	39
Student Load	40
Size of Classes.....	40
Class Standing of Students.....	40
Change of Schedule or Courses.....	40
Training Schools	41
Pre-requisites for Student Teaching.....	42
Grading System	42
Scholarship Quality Point System.....	43
Residence Requirements	44
Teacher Placement Bureau.....	45

TABLE OF CONTENTS—*Continued*

	PAGE
Extension Work	45
Lectures.....	45
Field Trips and Tours.....	46
Terminology	47
Student Organizations and Activities.....	47
National Scholarship Fraternity.....	53
PROGRAM OF STUDIES.....	55
Four-year Curricula	55
Two-year Curricula	56
Elementary Certificate	56
Opportunities Offered by Special Curricula.....	57
Commercial Education	57
Physical and Health Education.....	58
Music	58
Home Economics and Dietetics.....	59
Fine Arts	60
Requirements for the Bachelor of Science Degree.....	60
Curriculum I—Primary, two-year	62
Curriculum II—Grammar Grade, two-year.....	64
Curriculum III—Elementary School Teachers, four-year.....	66
Curriculum IV—High School Teachers, Principals and Super- visors	67
Curriculum V—Commercial Education	69
Curriculum VI—Physical Education	71
Curriculum VII—Music	73
Curriculum VIII—Home Economics	76
DEPARTMENTS OF INSTRUCTION.....	78
CANDIDATES FOR THE B.S. DEGREE.....	128
CANDIDATES FOR THE TWO-YEAR DIPLOMA.....	129
REGISTER OF COLLEGE STUDENTS.....	130
INDEX	148
APPLICATION FOR ADMISSION.....	153

The State Board of Education

HON. E. LEE TRINKLE, <i>Chairman</i> -----	Roanoke
JUDGE ROSE McDONALD-----	Berryville
HON. ROBERT M. HUGHES-----	Norfolk
HON. HERBERT H. HARRIS-----	Lynchburg
SUPT. JOSEPH H. SAUNDERS-----	Newport News
HON. THOMAS G. BURCH-----	Martinsville
MAJ. ROBERT W. DANIEL-----	Deal
DR. HARRIS HART-----	Richmond
(State Superintendent of Public Instruction)	
HON. THOMAS D. EASON, <i>Secretary</i> -----	Richmond

OFFICERS OF ADMINISTRATION

MORGAN L. COMBS, A.B., A.M., Ed.M., Ed.D.	President
MICHAEL LOUIS ALTSTETTER, B.S., A.B., A.M., Ph.D.	Dean and Registrar
MRS. CHARLES LAKE BUSHNELL, B.A.	Dean of Women
C. A. EDWARDS, B.A., M.A.	Principal Campus Training School
MRS. DALIA L. RUFF	Dietitian and Assistant Dean of Women
RACHAEL WINGFIELD, B.S.	Librarian
MRS. JOHN C. FERNEYHOUGH	Treasurer and Bookkeeper
W. N. HAMLET, C.E.	Superintendent of Buildings and Grounds
C. MASON SMITH, M.D.	College Physician
ELIZABETH TRIBLE, R.N.	Resident Nurse
LUCY TALIAFERRO	Postmistress and Superintendent of Laundry
NANCY G. McCLEARY	Secretary to the President
MURIEL L. JENNER, A.B., Ed.M.	Assistant Registrar
NETTIE TALIAFERRO	Secretary to the Dean

THE FACULTY

MORGAN L. COMBS, A.B., A.M., Ed.M., Ed.D. *President*

A.B., University of Richmond; A.M., University of Chicago; Ed.M., and Ed.D., Harvard University. Teacher and principal in public high and elementary schools of Virginia; Teacher in private school; Superintendent of Schools, Buchanan County, Virginia, 1917-1922; Assistant State Supervisor Secondary Education for Virginia, 1922-1923; State Supervisor Secondary Education for Virginia, 1923-1926; Professor Secondary Education, Boston University, 1926-1927; Director Research and Surveys Virginia State Department of Education, 1927-1929; Professor of Education, College of William and Mary, Summer School, 1927; Professor of Education, George Washington University, Summer School, 1928; Chairman Virginia Committee Association of Colleges and Secondary Schools of the Southern States, 1923-1926; Contributing Editor, High School Quarterly, 1923-1926; Author and editor numerous survey reports, bulletins, and publications; President, State Teachers College, Fredericksburg, 1929—.

MICHAEL LOUIS ALTSTETTER, B.S., A.B., A.M., Ph.D.

Dean of Instruction and Registrar

B.S., Lima College; A.B., and A.M., Ohio State University; Graduate Student, University of Chicago; Ph.D., George Peabody College for Teachers. High school principal and superintendent of schools in Ohio; High school instructor, principal, and superintendent of schools in Florida, 1920-1927; Instructor in Education, University of Florida, summer sessions, 1928 and 1929; Student instructor in History, George Peabody College for Teachers, 1928; Dean of Instruction and Registrar, State Teachers College, Fredericksburg, 1929—.

ELIZABETH W. BAKER, A.B., A.M., Ph.D. . . *Professor of English*

A.B., George Peabody College for Teachers; A.M., University of Chicago; Graduate Student, Columbia University; Ph.D., George Peabody College for Teachers. Teacher of English, Oak Cliff High School, Dallas, Texas; Teacher of Spoken English, Summer Faculty, Peabody College, 1920-1928; Author of "Spoken English and How to Teach it"; "Great Speeches" (ed.); "Oral English," a textbook for high schools and colleges; and various articles for educational journals; Professor of English, State Teachers College, Fredericksburg, 1928—.

ROBERTA LOUISE BARNETT, B.S., M.A.

Associate Professor of Dramatics

A.A., Central College for Women, Lexington, Missouri; B.S., University of Missouri; M. A., Teachers College, Columbia University; Graduate from Department of Expression and student in Conservatory of Music, Grand River College, Gallatin, Missouri; Graduate in Ex-

pression and student in Conservatory of Music, Central College for Women, Lexington, Missouri; Student in Conservatory of Music, Stephens College, Columbia, Missouri. Teacher of Latin and French, Cameron High School, Cameron, Missouri, 1922-1924; Teacher of English and Dramatics, Bolton High School, Alexandria, Louisiana, 1924-1927; Associate Professor of Public Speaking, Reading and Dramatics, State Teachers College, Fredericksburg, 1928—.

RUTH I. BASS, B.S., M.A.,

Associate Professor of Physical Education

Graduate, Chicago Normal School of Physical Education; B.S., Teachers College, Columbia University; M.S., Iowa State University; Graduate Student, Harvard Medical School (summer session). Playground Supervisor, Fort Dodge, Iowa, summer 1919; Head of Department of Physical Education for Women, Penn College and Academy, Oskaloosa, Iowa, 1919-1923; Instructor in Physical Education, State Teachers College, Maryville, Missouri, 1924-25; Instructor Iowa State University, 1926-28; Head of Department of Physical Education, State Teachers College, Fredericksburg, 1928—.

LOUISE BOILLIN, B.S., M.A., PH.D.,

Associate Professor of Physical and Health Education

Diploma, Sargent School of Physical Education; B.S., M.A., and Ph.D., Columbia University. Assistant Professor, Physical and Health Education, University of Iowa, 1921-1925; Head of Department of Physical and Health Education, State Teachers College, Fredericksburg, 1930—.

MRS. CHARLES LAKE BUSHNELL, B.A.....*Dean of Women*

B.A., University of Tennessee; Graduate Student, Teachers College, Columbia University. Professor of Latin, Reidsville High School, Reidsville, N. C.; Professor of English, Winthrop College; Principal, Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Normal School, 1921-24; Dean of Women, State Teachers College, Fredericksburg, 1924—.

ROY SELDON COOK, B.S., M.S., PH.D.....*Professor of Science*

B.S., M.S., and Ph.D., University of Virginia. Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Professor, State Teachers College, Fredericksburg, 1916-1918; with A. E. F., 1918-1919; Professor, State Teachers College, Fredericksburg, 1919-1921; Instructor in Chemistry, Miller School, Miller School, Va., 1921-1922; Head of Science Department, State Teachers College, Fredericksburg, 1925—.

*LULU A. DANIEL, Ph.B., M.A. *Professor of English*

Graduate, State Normal School, Ada, Okla.; Ph.B., University of Chicago; M.A., University of Chicago; Graduate Student, University of Iowa. Head of English Department, and Principal of High School, Marietta, Okla., 1915-1918; Instructor in English, State Teachers College, Peru, Nebraska, 1919-1921; Instructor in English, Iowa State College, Ames, 1922-1923; Instructor in English, State Normal School, Mt. Pleasant, Mich., 1923-24; Head of English Department, State Teachers College, Fredericksburg, 1924—.

OSCAR HADDON DARTER, A.B., A.M. . . . *Professor of Social Science*

Carson-Newman College, Jefferson City, Tenn.; Diploma, State Normal School, Ada, Okla.; Student, University of Oklahoma; A.B., State Teachers College, Ada, Okla.; A. M., Teachers College, Columbia University. Superintendent of Mannsville High School, Mannsville, Okla., 1917-18; Instructor in A. E. F., France, 1918-19; Superintendent of Russett Consolidated High School, Russett, Okla., 1919-21; County Superintendent, Johnson County, Okla., 1921-23; Superintendent of Tupelo High School, Tupelo, Okla., 1923-25; Instructor in State Teachers College, Ada, Okla., summers, 1922-23-24-25; Head of History and Social Science Department, State Teachers College, Fredericksburg, 1926—.

JAMES HARVEY DODD, A.B., A.M., Ph.D.,
Professor of Commercial Education

A.B., Accounting and Business Administration Department, Bowling Green Business University; A.M., and Ph.D., George Peabody College for Teachers; Student Vanderbilt University and Northwestern University. Instructor, summer sessions, Peabody College and Bowling Green Business University; Professor of Economics and Sociology, Ward-Belmont School, Nashville, Tenn.; Associate Professor of Business Administration, Franklin College, Franklin, Indiana; Professor of Commercial Education and Head of Commercial Department, State Teachers College, Fredericksburg, 1928—.

DOROTHY DUGGAN, B.S., M.A. *Associate Professor of Art*

B.S., University of Tennessee; M.A., in Fine Arts, Peabody College; Travel and study in Europe summer 1928. Instructor in County High School, Fayetteville, Tenn.; Departmental Teacher of Art, Winston-Salem, N. C.; Assistant in Fine Arts, Peabody College, summer 1925; Graduate Student and Teacher of Art in Demonstration School, Peabody College, 1925-26; Instructor in Art, East Tennessee State Teachers College, summers 1926 and 1927; Associate Professor of Fine Arts, State Teachers College, Fredericksburg, 1926—.

*On leave, 1929-30.

MARY PHOEBE ENDERS, B.S. . . . *Instructor in Physical Education*

Graduate, Sargent School of Physical Education, Cambridge, Mass.; B.S., State Teachers College, Fredericksburg. Assistant in Physical Education, State Teachers College, Fredericksburg, 1926—.

EVA TAYLOR EPPES,

Associate Professor of Public School Music and Voice

Graduate in Piano, Harmony, English, and History, Southern College, Petersburg, Va.; Graduate Cornell University Music Department; Voice, Jean Trigg, Richmond; Voice, Helen Allen Hunt, Boston; Voice, Edouard Albion, Washington, D. C.; Graduate Student, University of Virginia, summer 1928; Student New York University, summer 1929. Teacher of Piano, Waverly High School, Waverly, Va.; Supervisor of Music, Petersburg, Va.; Choir Work; Assistant Supervisor of Music, Richmond; Director of Music, Fredericksburg State Normal School, 1922-24; Director of Music, State Teachers College, Fredericksburg, 1924—.

WILLIAM N. HAMLET, C.E. *Professor of Mathematics*

C.E., Virginia Military Institute; Special courses in Mathematics, University of Virginia and Cornell University; Special course in Mathematics and Supervision, Teachers College, Columbia University. Principal of high schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal and Head of Science Department, John Marshall High School, Richmond; Professor of Analytical Chemistry in Department of Pharmacy, Medical College of Virginia; Director of Analytical Chemistry, Medical Department, Medical College of Virginia; Superintendent of Schools, Lonoke, Ark.; Head of Department of Mathematics and Science, State Normal School, Fredericksburg; Head of Mathematics Department, State Teachers College, Fredericksburg, 1925—.

†ETHEL L. HATCHETT, B.A., M.A.,

Assistant Professor of Elementary Education

B.A., Simmons University; Special Student, Curry School of Expression, and Boston University; M.A., Teachers College, Columbia University; Professional Diploma in Normal School Supervision, Teachers College, Columbia University. Teacher in public schools of Texas and New Jersey; Principal, Cross Plains High School, Cross Plains, Texas; Assistant Professor of English, Simmons University; Head Department of Education and General Supervisor of Elementary Training School, Mansfield Woman's College, Mansfield, La.; Assistant Professor of Elementary Education, State Teachers College, Fredericksburg, 1927—.

†On leave, 1930-31.

MURIEL L. JENNER, A.B., Ed.M. *Assistant Registrar*

Graduate Framingham State Normal; A.B., Ed.M., Boston University; Diploma Fishers' Business College, Boston. Assistant Registrar, State Teachers College, Fredericksburg, 1929—.

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Instructor in Dietetics and Home Economics

B.S., State Teachers College, Fredericksburg; Student William and Mary College, summer 1924 and summer 1925. Teacher in elementary schools, 1922-24; Teacher in high school, 1924-28; Instructor in Dietetics and Home Economics, State Teachers College, Fredericksburg, 1929—.

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Professor of Education

Graduate, Keystone State Normal School, Kutztown, Pa.; Ph.B., Muhlenberg College, Allentown, Pa.; M.A., and Ph.D., New York University; Graduate study, Lehigh University, University of Pennsylvania, University of California, and New York University. Taught in public schools of Northampton, Pa.; Dean of Cedar Crest Model School; Head of Department of Education, Cedar Crest College, Allentown, Pa.; Professor of Education, State Teachers College, Fredericksburg, 1926—.

*BURT WEED LOOMIS, B.S., M.A.,
Associate Professor of Social Science and Education

Diploma, State Normal School, Cape Guardean, Mo.; B.S., University of Missouri; M.A., Columbia University; Graduate Student, George Peabody College, 1927-28, 1928-29. Grade Principal public schools, Bonnetterre, Mo., 1902-1905; Principal public high school, Flat River, Mo., 1905-1910; Superintendent of Schools, Ironton, Mo., 1911-14; Head of Department of Psychology, State Teachers College, Warrensburg, Mo., 1915-1920; Training Officer, Federal Board for Vocational Education, 1920-21; Professor of Psychology and Education, State Teachers College, Maryville, Mo., 1921-26; Superintendent of Schools, Flat River, Mo., 1926-28; Associate Professor of Social Science and Education, State Teachers College, Fredericksburg, 1929—.

MARY E. MCKENZIE, A.B., M.A. . . . *Assistant Professor of English*

A.B., Oberlin College; Student, George Washington University, summer session; M.A., Teachers College, Columbia University. Head of English Department, Fredericksburg High School, Fredericksburg, Va., 1924-25; Assistant Professor of English, State Teachers College, Fredericksburg, 1925—.

*Candidate for Ph.D. degree in August 1930.

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Assistant Professor of Foreign Languages

A.B., Colorado College; M.A., University of Missouri; Advanced study, Paris, summer 1927. Instructor, Lamar Union High School, Lamar, Col.; Professor of Latin, College of Emporia, Emporia, Kansas, 1924-28; Assistant Professor of Languages, State Teachers College, Fredericksburg, 1928—.

SALLY H. NORRIS, B.S.,

Instructor in Public School Music and Voice

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MRS. FRANCES W. POGUE, B.A., B.S.S., M.A.,

Instructor in Commercial Education

A.B., Baylor University; Bachelor of Shorthand Science, Bowling Green Business University; M.A., University of Colorado. Teacher of English; Supervisor of English, El Paso High School, Texas; Teacher, Commercial Subjects, South Park High School, Beaumont, Texas; High School English and Supervisor of Elementary Schools, Lingayen, Pangasinan, Philippine Islands; Commercial Subjects, Senior High School, Beaumont, Texas; Instructor in Commercial Education, State Teachers College, Fredericksburg, 1929—.

FRANCES P. RAMEY, B.S., M.A.,

Assistant Professor of Social Science and Education

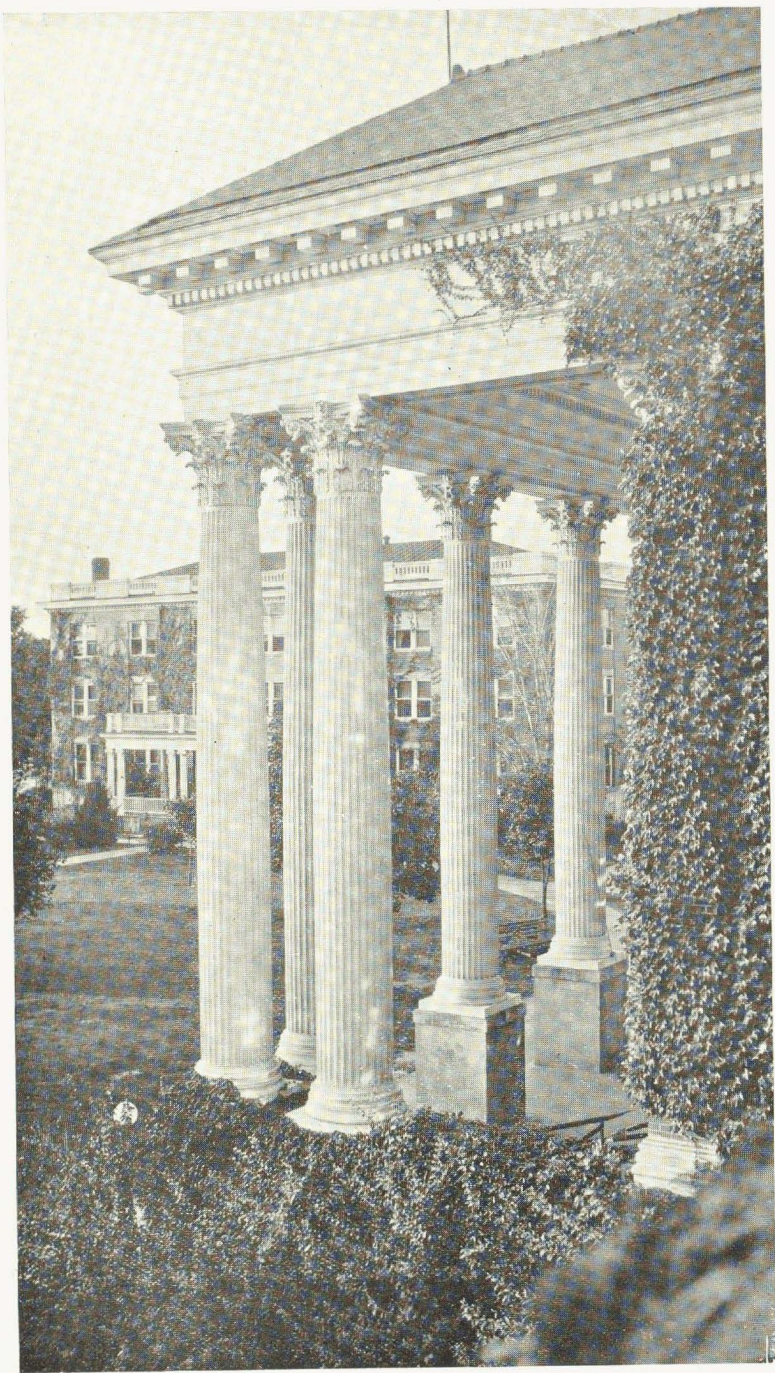
Graduate State Teachers College, Edmond, Oklahoma; B.S., University of Oklahoma; M.A., George Peabody College. Instructor in public schools of Texas and Oklahoma. Principal of Walker-Caldwell Elementary School, Breckinridge, Texas, 1920-24. Associate Professor of Education, John Tarleton Agricultural College, 1925-29. State Teachers College, Fredericksburg, 1929—.

*MARTHA ROBINS, B.E., M.A.,

Professor of Social Science and Education

Preparatory education, Valparaiso University; Normal Diploma and B.E., Illinois State Normal University; A.M., University of Illinois; Graduate Student, Clark University, 1929-30; Teacher in public schools

*On leave, 1929-30.



LOOKING NORTH THROUGH QUADRANGLE



WALKWAY LEADING TO OPEN AIR THEATRE

of Illinois; Teacher of History and Civics in schools of Urbana, Ill.; Americanization work, Urbana, Ill.; Professor of Social Science and Education, State Teachers College, Fredericksburg, 1926—.

MRS. DALIA L. RUFF... *Dietitian and Assistant Dean of Women*

State Normal School, Farmville, Va. Teacher in public schools of Virginia, 1906-11; Teacher in high schools of North Carolina, 1911-18; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919-24; Dietitian and Assistant Dean of Women, State Teachers College, Fredericksburg, 1924—.

HELEN H. SCHULTZ, B.S., A.M.,

Assistant Professor of Nature Study and Biology

Special Student, University of Chicago, University of Tennessee, Howard College of Birmingham, Ala., and University of Colorado; B.S., and A.M., George Peabody College; Teacher in elementary and high schools of Mobile County, Ala.; Teacher of Nature Study and Biology, State Teachers College, Fredericksburg, summers 1925, 1926, and 1928; County Supervisor of Elementary Schools, Clay County, Ala., 1926-29; Assistant Professor of Nature Study and Biology, State Teachers College, Fredericksburg, 1929—.

GEORGE EARLIE SHANKLE, A.B., B.O., M.A., M.O., PH.D.,

Professor of English

A.B., B.O., and M.O., Union University, Jackson, Tenn.; M.A., and Ph.D., George Peabody College. Author of textbooks in English and Literary Charts; Head of English Department, Union University, 1919-24; Head of English Department, Mississippi College, 1925-27; Head of English Department, Oklahoma Baptist University, 1927-29; Head of English Department, State Teachers College, Fredericksburg, 1929—.

OLIVE GRIFFITH STULL, A.B., A.M., PH.D.,

Professor of Biology and Nature Study

A.B., Smith College; A.M., and Ph.D., University of Michigan; Graduate study Syracuse University and University of Michigan. Teaching Fellow, Syracuse University; Hinsdale Fellow in the Museum of Zoology, University of Michigan; Professor of Biology and Nature Study, State Teachers College, Fredericksburg, 1929—.

GRACE K. TANNER, A.B., B.S., M.A.,

Associate Professor of Home Economics

A.B., Fredericksburg College; Diplomas in Household and Industrial Arts, Fredericksburg State Normal; B.S., and M.A., Teachers

College, Columbia University. Instructor, Cape Charles High School, Cape Charles, Va.; Instructor in Household Arts, Fredericksburg State Normal, Fredericksburg; Assistant House Director Whittier Hall, Teachers College, Columbia University; Associate Professor of Foods and Cookery, Syracuse University; Associate Professor of Home Economics, State Teachers College, Fredericksburg, 1928—.

ELIZABETH TRIBLE, R.N. *Nurse and Instructor in Hygiene*

Fredericksburg State Normal School; Stuart Circle Hospital, School of Nursing, Richmond; Student, School of Nursing, Columbia University. Teacher in public schools of Virginia; Private Nursing; Public School Nursing; Assistant Superintendent, Retreat for the Sick Hospital, Richmond; Director of Nurses, Knoxville General Hospital, Tenn.; Nurse and Instructor in Hygiene, State Teachers College, Fredericksburg, 1928—.

ALICE WAKEFIELD, B.A., M.A.,

Assistant Professor of Commercial Education

Student, Morningside College, Sioux City, Iowa; B.A., and M.A., State University of Iowa. Teacher, Commercial Department, Newton Senior High School, Newton, Iowa; Assistant Professor of Commercial Education, State Teachers College, Fredericksburg, 1928—.

NORA C. WILLIS. *Instructor in Instrumental Music*

Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Student, Cornell University, Summer Session; Summer work, West Chester, Pa.; Summer work, Beechwood School, Jenkintown, Pa.; Voice, Jean Trigg, Richmond. Teacher Piano, Woman's College, Richmond; Teacher Piano, Fredericksburg State Normal School, 1911-24; Instructor in Instrumental Music, State Teachers College, Fredericksburg, 1924—.

RACHAEL WINGFIELD, B.S.,

Librarian and Instructor in Library Training

B.S., State Teachers College, Fredericksburg; Graduate Student, School of Library Service, Columbia University. Librarian and Instructor in Library Training, State Teachers College, Fredericksburg, 1928—.

WALTER JORGENSEN YOUNG, A.B., A.M., Ph.D.,

Professor of Elementary Education

A.B., University of Richmond; A.M., Ph.D., University of Pennsylvania. Head Department Philosophy and Education, Hampden-Sidney College; Head Department Philosophy, Psychology, and Education, University of Richmond; Acting Superintendent City Schools, Suffolk, Va.; Professor of Education and Social Science, Fredericksburg State

Teachers College; Professor of Elementary Education, Winthrop College, S. C.; Head Department of Psychology and Education, Henderson State Teachers College; Professor Elementary Education, State Teachers College, Fredericksburg, 1930—.

TRAINING DEPARTMENT

C. ALLMAND EDWARDS, B.A., M.A.,

Principal of Campus Training School

B.A., Randolph-Macon College; M.A., Teachers College, Columbia University; Graduate Student, Teachers College, Columbia University. Teacher of English, John Marshall High School, Richmond, 1907-1909; Principal, Toano High School, Toano, Va., 1910-1915; Principal, Burkeville High School, Burkeville, Va., 1915-17; Principal, Ashland High School, Ashland, Va., 1922-24; Principal, Waverly High School, Waverly, Va., 1926-28; Principal of Campus Training School, State Teachers College, Fredericksburg, 1928—.

HELEN W. CARMICHAEL, *Supervisor Falmouth Training School*

Graduate, State Normal School, Farmville; Student, Teachers College, Columbia University. Teacher in elementary schools, Bristol, Va.; Supervising Teacher, Grade Four, Fredericksburg Normal Training School, 1911-19; Demonstration Teacher, Grades Four and Five, Fredericksburg Summer School, 1918; Supervising Teacher, Training School, State Teachers College, Fredericksburg, 1923-24; Supervisor, Falmouth Training School, State Teachers College, Fredericksburg, 1924—.

ELINOR L. HAYES, B.S.,

Supervisor Primary Grades, Campus Training School

B.S., State Teachers College, Fredericksburg; Student, University of Virginia, Summer School; Extension Courses, College of William and Mary; Special Course in Primary Supervision, Teachers College, Columbia University. Principal, Rappahannock Graded School, Westmoreland County, Va.; Teacher, George Wythe and Armstrong Schools, Elizabeth City County, Va., 1919-23; Supervisor Primary Grades, Lee Hill School, Spotsylvania County, Va., 1924-25; Supervisor, Falmouth Training School, Falmouth, Va., 1926-27; Supervisor, Grades Two and Three, Campus Training School, State Teachers College, Fredericksburg, 1928—.

WILLIAM HENRY MAY, B.A.,

Supervisor High School Department and Director of Athletics, Campus Training School

B.A., Duke University. Teacher in public schools, York County, Pa.; Assistant in English, Duke University, 1925-26; Member Coach—

ing Staff, Duke University, 1925-26; Supervisor High School Department and Director of Athletics, Campus Training School, State Teachers College, Fredericksburg, 1929—.

HELEN MILLS, B.S., M.A.,

Supervisor Mathematics and Science, Campus Training School

Graduate, State Normal School, Fredericksburg; Student, University of Virginia, Summer School, 1922-23-24; B.S., State Teachers College, Fredericksburg; M.A., Teachers College, Columbia University. Assistant Principal and Teacher of Mathematics and Science, High School, Marye, Va., 1921-24; Principal High School, Marye, Va., 1925-26; Supervisor of Mathematics and Science, High School Department, Campus Training School, State Teachers College, Fredericksburg, 1926—.

MURIEL IRENE SANDERS, B.A.,

Supervisor of Languages, Campus Training School

B.A., Westhampton College, University of Richmond; Graduate Student, University of Richmond, Summer Session; Graduate Student, Columbia University. Teacher, Suffolk High School, Suffolk, Va., 1922-25; Teacher, John Marshall High School, Richmond, Summer 1926; Teacher, Glen Allen High School, Glen Allen, Va., 1925-27; Supervisor of Languages, High School Department, Campus Training School, State Teachers College, Fredericksburg, 1927—.

KATE G. TRENT, B.S.,

Supervisor First Grade, Campus Training School

B.S., State Teachers College, Farmville. Elementary teacher in public schools, Richmond, 1922-24; Assistant Supervisor, First Grade, State Teachers College, Farmville; Supervisor, Training School, State Teachers College, Farmville, Summers 1926 and 1927; Supervisor, Grade One, Campus Training School, State Teachers College, Fredericksburg, 1926—.

M. JOSEPHINE JERRELL WHITE, B.S.,

Supervisor Sixth and Seventh Grades, Campus Training School

B.S., State Teachers College, Fredericksburg; Student, University of Pennsylvania, Summer School; Teachers College, Columbia University, Summer School. Supervisor, Primary and Grammar School, Hopewell, Va., 1917-22; Principal elementary school, and Supervisor Seventh Grade, 1922-24; Supervisor elementary school, Falmouth, Va., 1924; Professor of Elementary Education, State Teachers College, Fredericksburg, 1925-26; Elementary Supervisor, Lee Hill Training School, Spotsylvania County, Va., 1926-27; Supervisor, Grades Six and Seven, Campus Training School, Fredericksburg, 1928—.

BERYL BARBER WILLIS, B.S.,

Supervisor Fourth and Fifth Grades, Campus Training School

Graduate and Post-Graduate, Richmond Training School for Kindergartners; B.S., State Teachers College, Fredericksburg. Teacher in elementary public schools of Fredericksburg, seven years; Kindergarten teacher, Richmond, one year; Supervisor, Grades Four and Five, Campus Training School, State Teachers College, Fredericksburg, 1924—.

FACULTY COMMITTEES

Session 1929-30

Alumnae.....	B. Willis, Wingfield, Darter, Enders, Hayes, Mills, Norris
Assembly.....	Cook, Loomis, Eppes
Athletics.....	Bass, May
Auditing Committee for Student Activities	Wakefield, Pogue
Battlefield.....	Barnett, Duggan, Bushnell
Bullet.....	McKenzie, Pogue, Ramey
Buildings and Grounds.....	Hamlet
Choral Club.....	Eppes
Public Functions.....	Eppes, Stull, Enders, Shankle, Bushnell, Hamlet
Curricula.....	Altstetter, Cook, Loomis, Dodd, Baker, Stull, Edwards, Bass
Joint Council.....	Bushnell, Altstetter, Cook
Library.....	Altstetter, Wingfield, Shankle, Edwards, Baker
Publicity.....	McCleary, Kramer, Altstetter, Shankle
Registration.....	Altstetter, Bass, Baker, Barnett, Darter, Dodd, Duggan, Eppes, Hamlet, John- son, McMurtry, Norris, Wakefield, Hatchett
Social Functions.....	Bushnell, Barnett, Hamlet, Tanner
Student Advisory.....	Cook, Enders, Kramer, Loomis, McKen- zie, Ramey
Testing and Guidance Program.....	Kramer, Edwards
Y. W. C. A.....	Wakefield, Ramey

The President of the college is ex-officio member of all committees.

CLASS ADVISERS

Senior Class.....	Miss McMurtry
Junior Class.....	Dr. Stull
Sophomore Class.....	Miss Enders
Freshman Class.....	Miss McKenzie

OFFICERS STUDENT ACTIVITIES

Session 1929-30

Y. W. C. A.

CLARA BOYD WHEELER.....	<i>President</i>
MURIEL HOWARD.....	<i>Vice President</i>
URLA BRYAN	<i>Secretary</i>
VIRGINIA HARDING	<i>Treasurer</i>

THE BULLET

EVELYN THORNTON	<i>Editor</i>
NELLYE ROBERTS	<i>Business Manager</i>

STUDENT GOVERNMENT

GRACE TAYLOR	<i>President</i>
DAISY HAMLIN.....	<i>Vice President</i>
AURELIA LEIGH	<i>Secretary</i>
GARNETT BARNES	<i>Treasurer</i>

THE BATTLEFIELD

MARGARET QUINN	<i>Editor-in-Chief</i>
AUDREY STEELE.....	<i>Business Manager</i>

CLASS REPRESENTATIVES

SENIOR CLASS.....	Elvere Connor, <i>President</i>
	Mary D. Clark
	Thelma Bates
JUNIOR CLASS.....	Hannah Hall, <i>President</i>
	Adele Pfalzgraf
	Helen Burch
SOPHOMORE CLASS.....	Emily Ailsworth, <i>President</i>
	Gladys Tilley
	Nan Collier
FRESHMAN CLASS.....	Virginia Dance, <i>President</i>
	Ina Brothers
	Maurine Jones

STATE TEACHERS COLLEGE

ATHLETIC ASSOCIATION

CARRIE DUNKUM	<i>President</i>
ADELE PFALZGRAF	<i>Vice President</i>
SARA HARRIS	<i>Secretary</i>
EDITH RICHARDSON	<i>Treasurer</i>

GENERAL INFORMATION

Purpose

The State Teachers College at Fredericksburg was founded primarily for the purpose of training teachers and administrators for the schools of the Commonwealth and for promoting the general educational interests of Virginia. Every organization and activity within the institution exists in order that this purpose may be realized.

At the same time it welcomes students from any state or country and sends its teachers wherever they may be called. Students come to this college from many states, and its graduates go in large numbers into neighboring states and in smaller numbers into distant states and countries.

The schools of the State and Nation are demanding teachers of broader scholarship and training than ever before. In order to meet this demand this college offers, in addition to the regular curricula for elementary and high school teachers, supervisors, and principals—special curricula for the preparation of teachers, supervisors, and specialists in the fields of Commercial Education, Physical Education, Music, Home Economics, and Art. All courses are based on a foundation of thorough scholarship, and through opportunities for electives afford a general liberal education.

This institution seeks at all times to keep fully abreast of the progress in education, but in keeping up with the new it is aware of the importance of the fundamentals upon which all education of a formal character is based. It attempts to conform in general to the standards of liberal arts colleges, particularly with reference to admission requirements, preparation of faculty, adequacy of equipment, and the quality of work done, the chief difference being that this college endeavors to vitalize and professionalize all instruction.

This institution has never been better equipped for serving the State than it is at present. Its doors are ever open to young people who desire to prepare themselves for the great profession of teaching and at the same time secure what

might be termed a liberal education at an exceedingly low cost, or to those who desire vocational training in business.

Location and History

The college is strategically and ideally located in the heart of the most historic section of America, and within fifty miles of the Capital of the Nation and the Capital of Virginia. Accessibility to these points enables students and faculty to take advantage of the libraries, art galleries, theatres, and other educational and cultural facilities in these two great centers of culture. Fredericksburg is also easily accessible to Alexandria, Mount Vernon, Wakefield, Stratford, University of Virginia, Baltimore, Philadelphia, and other places of historical significance and note.

The campus, comprising seventy-five acres, is situated on the famous Marye's Heights, overlooking the city of Fredericksburg, and commanding a panoramic view never to be forgotten. The position of the buildings gives them a commanding appearance, bringing out in strong relief the massive beauty of the architecture.

In the rear of the campus deep wooded ravines threaded by crystal streams add a picturesqueness to the college grounds seldom to be seen. Beautiful groves, lovely valleys, murmuring streams, and vine-clad slopes conspire to make it one of the most beautiful and alluring campuses in the entire country.

Fredericksburg and vicinity have been prominently associated with every important period of American history from the time Capt. John Smith sailed up the Rappahannock River in 1608, until the present. The very spot on which now stands the college buildings once stood "Seacobeck" an Indian village, visited by Capt. Smith and his party in 1608.

The old Sunken Road at the base of the Heights in front of the college, the Confederate Cemetery at the foot of the hill, the breastworks, and gun emplacements on the crest of the hill, and the cannon balls and other relics that are found from time to time, constitute mute but eloquent testimony of the two bloody battles which were staged on the heights now occupied by the campus, during the War Between the States.

This campus, located as it is on the highest point in Tidewater Virginia, furnishes an eminence from which one may visualize no less than three centuries of the Nation's history as though looking through a vista filled with events and memories crystallized and imperishable, consisting of the innumerable shrines in and around Fredericksburg, hallowed by the valiant deeds of the great men and women who adorn the pages of history .

The following are some of the places in full view of the college visited by thousands of tourists from all over America and from foreign countries, every year: The boyhood home of George Washington, where he cut the cherry tree; the home and burial place of his mother; "Kenmore," the home of his only sister, Betty Washington Lewis; "Chatham," so long associated with romance and war, the headquarters of the commander of the Army of the Potomac, the favorite visiting place of George Washington, where Robert E. Lee courted his wife, and where Count Zeppelin, an attache of the Northern Army, sent up at the battle of Fredericksburg, a balloon carrying a human being; the first Apothecary Shop in America; the old slave block; the home of Matthew Fontaine Maury; the Rising Sun Tavern; the National Cemetery, where sleep not less than 13,000 of the Northern heroes of the Civil War, who lost their lives on adjacent battlefields; Confederate Cemetery where rest the remains of 5,000 soldiers; "Brompton," the headquarters for the Confederates; "Greenway," General Burnside's headquarters; Wallace Hill, where Lincoln reviewed his troops; historic Falmouth, the site of a prison camp during the Revolutionary War, and the home of the first millionaire in America; the law office of James Monroe; the home of Matthew Fontaine Maury; and many other places too numerous to mention.

The United States Government has established a Battlefield Park in the Fredericksburg area, and is spending large sums suitably marking its battlefields—Chancellorsville, Wilderness, Spotsylvania Court House, Salem Church, and Fredericksburg.

Considering its historical significance, and the fact that it is situated in one of the most accessible and cultural communities in America, it would be difficult to find a more fitting

place for a college, or an environment more inspiring. Here the old and the new are happily blended into a progressive and interesting community of approximately 10,000 people, surrounded by historic shrines and crowned by a halo of golden memories capable of inspiring all who enter its gates.

Accessibility and Transportation

Because of its central location and its excellent transportation facilities, Fredericksburg is one of the most accessible cities in Virginia. The Richmond, Fredericksburg and Potomac Railroad, through its excellent passenger service, extends to Fredericksburg the enormous facilities of its connections—the Pennsylvania Railroad; Chesapeake and Ohio Railway; Atlantic Coast Line Railroad; Seaboard Air Line, Virginia Central, and Southern Railways. The city is connected with the Capitals of the Nation and the State not only by the best railway line in the State, but also by the great Quebec-Miami International Highway known as United States Route No. 1. The many bus lines offer convenient and rapid transportation to all parts of the State and country.

This college is nearer the Capital of the Nation and the Capital of the State than any other State college, and reduced railroad fare on round-trip week-end tickets extended to students enables them to visit these cities and intermediate points at comparatively little expense. It also makes it possible for them to take advantage of the libraries, art galleries, theatres, and other educational facilities in Washington and Richmond.

Climate and Health

Fredericksburg enjoys a delightful climate. Its latitude and proximity to the Chesapeake Bay and other large bodies of water insure cool breezes in summer and a mild climate in winter. The winters are short and seldom are the days that are too cold for outdoor sports.

It has an ample supply of pure water, and actual records attest the fact that never an epidemic has visited its people.

Buildings

The main buildings of the college are Frances Willard Hall, Virginia Hall, Betty Lewis Hall, Monroe Hall, Student Service

Building, Chandler Hall, Dining Hall, Practice House, Central Power and Laundry building, President's home, and faculty homes.

Frances Willard Hall is the largest single dormitory and accommodates 225 students. The college infirmary is located on the second floor of this building. On the first floor are student parlors, a club room, and recreation hall.

Virginia Hall contains rooms to accommodate 110 students. On the first floor are the offices of the President, Dean of Instruction, the Registrar, Treasurer, Student Activity Rooms, the Book and Supply Room, Club Room, Faculty and Board Room, Post Office and the Library. With the exception of the office of the Dean of Women which is located on the second floor, the second and third floors are used exclusively for students.

Betty Lewis Hall is a comparatively new dormitory and is used exclusively for students, accommodating 110.

Monroe Hall contains classrooms in which are housed the various departments of instruction. This building also has study rooms for day students. In the basement is the gymnasium. An auditorium with a seating capacity of 900 is located on the second floor.

The Dining Hall, a new building containing two student dining rooms, a faculty dining room, tea room, home economics laboratories, kitchen, storage, etc., is now under construction. This building will be the largest and the most monumental of all the buildings on the campus. It is situated on a high elevation directly opposite Monroe Hall and will complete the Quadrangle. It is to be connected with the opposite side of the campus by a colonnade walkway.

Chandler Hall, the new training school building, is conveniently located on the campus and is fully equipped and modern in all of its appointments. It provides the best facilities for teacher-training both through observation and demonstration lessons and through extended teaching by the students in training. This includes every grade of work from the first year elementary through high school. Lesson-plans are required of the student-teachers, conferences are held, criticisms given and standard educational tests applied to the teaching results. Students are also familiarized with the practical use of scientific methods of grouping and

classifying pupils so as to permit the maximum progress on the part of each.

The Swimming Pool is the first unit of the *Student Service Building* and is modern in every respect—commodious, tile lined, terrazza floors, splash trough, showers, electric dryers, dressing rooms, director's office, spectators' gallery, supply and storage room, chlorination, filtration and heating plants. The pool is available to all students for recreational and instructional purposes. It is under the direct supervision of the Physical Education Department, and instructors or life guards are on duty at all times the pool is open.

The Central Power and Laundry Building contains the central heating plant, the hydraulic and electric machinery and coal storage bin. The entire second floor is occupied by the laundry, to which has been added recently considerable additional equipment.

The Open-air Theatre is one of the loveliest and most attractive spots on the campus during the spring, summer, and early fall. It is built of reinforced concrete, with ample stage and dressing rooms, and located as it is in a natural amphitheatre in a beautiful grove, is shaded at all times. The Coffey-Miller Players said of it: "One of the most beautiful spots in which we have played, and the only open-air theatre in which the acoustics are perfect." Students use this theatre for amateur performances and the college uses it for the June and summer quarter commencements, and on various other occasions.

Home Economics Practice House—A cottage located conveniently on the campus is now being converted into a Home Economics Practice House. Here students will have opportunity for actual experience in home making. Groups of students majoring in home economics will live in this practice house for a period of at least one quarter. They will be responsible for the operation of the home under the direction of one of the home economics teachers.

The President's Home, which has recently been renovated, is located on one of the most beautiful sites on the campus, overlooking the entire city and Rappahannock Valley.

Equipment

The equipment in each department is up-to-date and sufficiently complete to insure the highest grade of work. This consists of laboratories, library, gymnasium, play-grounds, tennis courts, swimming pool, an athletic field, training school facilities, school garden, tea room, infirmary, home economics practice house, etc.

The library is selected to meet the requirements of a modern educational institution. A trained librarian and student assistants are constantly in attendance to render assistance to students in their reading and reference work. New volumes and reference material are constantly being added as needed.

A branch library is also maintained in the Training School which affords a wide range of reading and study material for both pupils and supervisors in this institution.

The tea room is sponsored by the Home Economics Department, and is a very popular resort for both students and faculty.

The infirmary is modern and well-equipped and in charge of a resident nurse. It is available to all students without extra cost.

Recreational Facilities

This is a delightful place in which to spend one's college days. The social and recreational facilities are unexcelled—spacious campus, beautiful groves, athletic field, tennis courts, gymnasium, open-air theatre, swimming pool, available golf links, receptions, tours, entertainments, delightful home life—everything possible is done to insure the contentment and happiness of the student group.

Twelve Salient Reasons for Selecting This College

1. High standard and professionalized courses.
2. Strong faculty.
3. Unusual library advantages.
4. Special effort to assist students in securing desirable positions.
5. The low cost in this College puts a good education within the reach of practically every student willing to make the most of his opportunities. The total cost, due to State aid, is about one-third that of a privately endowed college.

6. Available student aid positions and loans.
7. Modern and well equipped dormitories. Every room is an outside room equipped with hot and cold water, single beds, and built-in closets.
8. Good and well balanced meals prepared under the direction of an expert dietitian.
9. Cool and delightful location; an environment that is both inspiring and romantic because of its colorful past and peculiar blending of the life of early Colonial days with the life of today in a manner to be found nowhere else on the American Continent.
10. Strategically situated, accessible to Washington, Richmond, Mt. Vernon, Alexandria, and other points of interest and importance.
11. Social and recreational facilities unsurpassed—tennis courts, athletic field, gymnasium, commodious and attractive swimming pool, open-air theatre, and available golf links.
12. Superior health record; college physician, trained nurse, and infirmary available to all students without extra cost.

Standing of Graduates

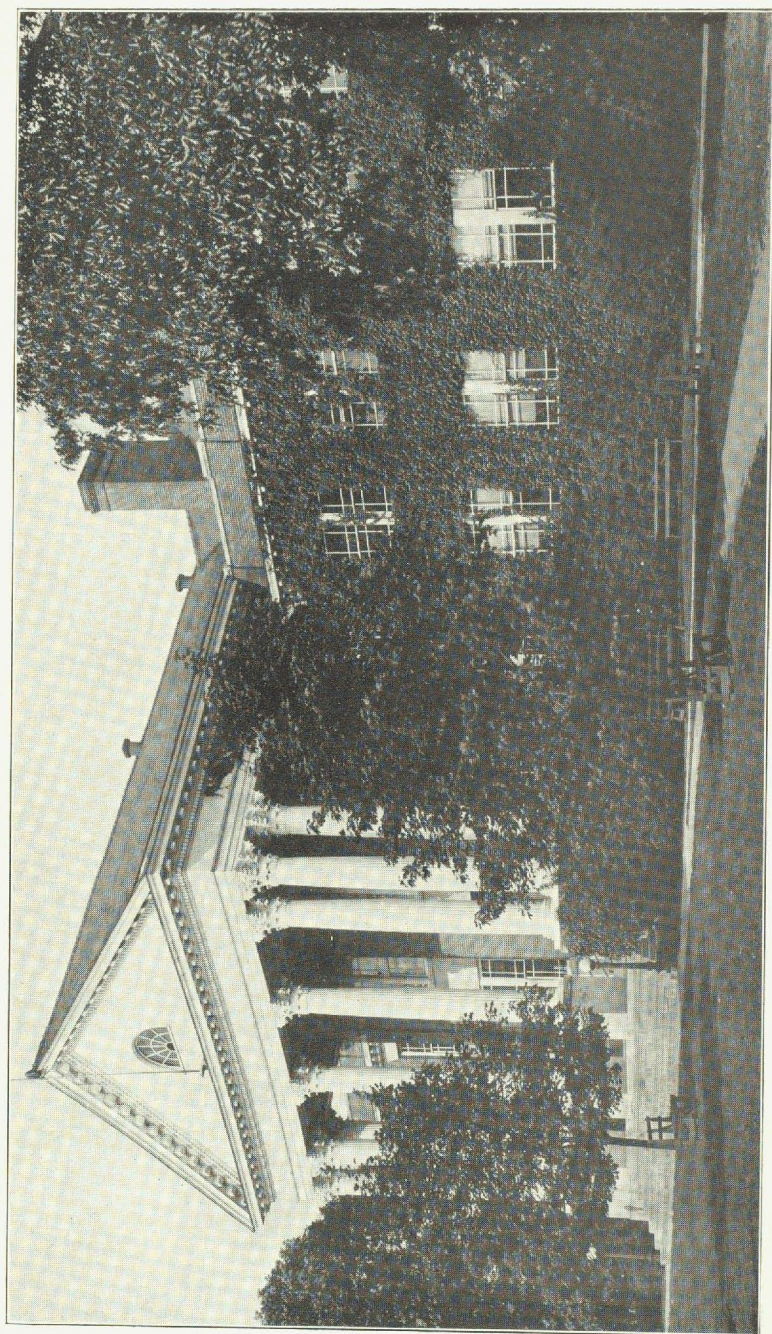
This is a standard A-class senior teachers college, a member of the American Association of Teachers Colleges, and the National Association of Commercial Teacher-Training Institutions. Its graduates are approved by all accrediting agencies for teachers colleges, and are eligible for the Collegiate Professional Certificate, the highest certificate issued by the Virginia State Board of Education.

The splendid records made by the graduates of this institution in some of the leading universities of the country constitute ample testimony of the thorough training offered here.

It is the purpose of the administration and the faculty to maintain a high standard of scholarship and professional training. Admission may be denied those who appear unfit by reason of scholarship, health, temperament or character. Promotion and graduation are conditioned upon maintenance of good scholarship and indication of teaching ability on the part of those preparing to teach. It is the aim of the college not only to serve the students, but to safeguard the interests of children they will later teach.



DRIVEWAY THROUGH THE CAMPUS



ACADEMIC BUILDING

Expenses

	<i>Fall</i> <i>Quarter</i>	<i>Winter</i> <i>Quarter</i>	<i>Spring</i> <i>Quarter</i>
Board, Room, Heat, Light, Laundry..	\$ 75.00	\$ 75.00	\$ 75.00
Matriculation and college fees.....	25.00	25.00	25.00
	<hr/>	<hr/>	<hr/>
	\$100.00	\$100.00	\$100.00

Each quarter is arranged to cover the same amount of time as far as practicable, therefore the board has been divided into three equal amounts of \$75.00 for each quarter. It is believed that this will be found more satisfactory than the old method of charging more for board the first quarter than for the second and third quarters. The total is the same as heretofore—\$225.00 for the nine months' session.

No tuition fees are charged Virginia students who have taught in Virginia for two years or promise to teach in the State for that length of time. Non-residents of Virginia and those not preparing to teach are charged a tuition fee of \$10.00 a quarter in addition to the above expenses.

ITEMIZED EXPENSES

Board.—The charge of \$75.00 a quarter or \$225.00 for a session of nine months covers all living expenses, i. e., furnished room, board, heat, light, laundry, medical fees, entertainment, etc.

Board is payable in advance at the beginning of each quarter. For the convenience of patrons who find it impossible to pay board for a quarter in advance, however, special arrangements may be made with the Treasurer to pay by monthly installments in advance.

Fees.—Matriculation and college fees of \$25.00 a quarter or \$75.00 for a session of nine months cover all fees with the exception of small laboratory fees as stated in connection with certain courses in the catalogue. All fees are payable quarterly in advance.

Books and Supplies.—Books and supplies are furnished by the college at wholesale price plus a small overhead charge for handling.

Absence.—No reduction will be allowed for board for an absence of less than three weeks, and then only in case of sickness or an emergency.

Accessories.—Each student is expected to furnish soap, napkins, and towels.

Diplomas, Degrees, and Certificates.—Diplomas and degrees are furnished graduates at actual cost—\$1.25 for the professional diploma and \$1.50 for the Bachelor of Science degree. Both are engraved on genuine parchment. No charge is made for a certificate.

No diploma, degree, or certificate is granted until all money due the college is paid or secured.

Checks.—Checks for board and fees should be made payable to Treasurer, State Teachers College. Receipts are given for all funds received.

Admission Requirements

The following classes of students are eligible for admission to the college:

1. *Graduates of accredited public or private high schools.
2. Holders of First Grade or higher certificates issued by the Virginia State Board of Education.
3. Those who pass the college entrance examination. This examination may be taken after reaching the college if arrangements are made in advance for same, or may be given by the Virginia State Board of Education or the College Entrance Examination Board.
4. Students transferring from other standard colleges.
5. Experienced teachers and students twenty years of age or older who cannot meet the usual entrance requirements of the

*While graduation from an accredited high school is sufficient for general admission to this college, in some cases additional requirements are set up for admission to special curricula as follows:

1. Students wishing to major or minor in Latin or French must submit at least two high school units in these subjects.
2. One unit in Algebra and one unit in Plane Geometry are prerequisite for those contemplating majoring or minoring in Mathematics, and one additional unit in Business Arithmetic and one in Advanced Algebra are recommended.

college may enter as special students under certain conditions. Full particulars will be furnished on request.

Directions for Admission

An application blank is provided in the back of this catalogue. In order to register fill in and return this blank and a room will be reserved. The return of this simple form, properly filled in, completes all requirements. Registration is completed at the college on registration day.

Transfer of Credits

Credits are accepted from other standard colleges wherever they conform to the requirements set up in any given course in this institution. Liberal substitutes are allowed under the head of general electives. At least one year of residence (three quarters) is required for a diploma or degree.

Students completing the two-year curricula at this college are admitted to other professional colleges as candidates for the Bachelor of Science degree. Students who are graduates of the four-year curricula here with the Bachelor of Science degree are admitted to other colleges as candidates for the Master of Arts or Master of Science degrees.

Day Students

The proximity of the college to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students.

The college does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subject to the same academic regulations as boarding students. Comfortable quarters are provided for these students where they may study and eat their lunches if desired.

Room Assignment

As far as possible students are permitted to select their roommates. A reasonable period is allowed at the beginning of each quarter during which adjustments, such as change of room or

roommate, may be made. This privilege is granted because the college feels that students can work most satisfactorily and be most contented where they have this opportunity. The college reserves the right, however, of making shifts or adjustments whenever it deems it advisable or necessary.

Student Advisory System

Experience has demonstrated that college students, especially beginners, need to be advised. As soon as freshmen register after reaching the college they are assigned to faculty advisers with whom they consult with reference to the details of the curriculum they wish to pursue, sequence of studies, etc. The adviser plans with them the daily program for the following session. This plan insures a clear understanding of the work on the part of the student just entering college and prevents loss of time for adjustments after classes have begun. All freshmen are required to consult a faculty adviser.

Opportunity to consult an adviser is also provided for upper classmen who are strongly urged to avail themselves of this service. With these students it is optional, however.

Scholarships, Aid Positions, and Loans

This college deems it a privilege to be permitted to assist worthy young people in obtaining a coveted education. Through its friends and through successive legislative appropriations the college has accumulated loan funds available to the extent of several thousand dollars each year. In fact, it stands ready to say to earnest students who are eligible for admission and are not in position to meet their entire expenses that it can show them a way to obtain a full college education. Inquiries from this class of students are welcomed.

State Scholarships.—The State offers free tuition to all applicants of Virginia who have taught, or expect to teach, in the public schools of Virginia for two years.

The Chandler Scholarship.—The late President of the college, Algernon B. Chandler, in his will made a bequest of \$1,000 to the college to be invested by the Treasurer, the proceeds to be used annually toward the education of some junior or senior stu-

dent. This student is to be selected by the President of the college, taking into consideration the following points: scholarship, personality, attitude, and inability to continue college without help.

Y. W. C. A. Scholarship.—The Young Women's Christian Association of the college has established a special scholarship valued at \$100.00 to be used by a worthy senior or sophomore completing a two-year course. This loan bears two per cent interest and is payable within one year after graduation when it will again be loaned to another, thus perpetuating the scholarship. This loan is to be awarded by the President of the college and the administrative officers of the Y. W. C. A.

The Matthew Fontaine Maury Scholarship.—The Matthew Fontaine Maury Scholarship was established by the Chapters of the Fourth and Fifth Districts Virginia Division of the United Daughters of the Confederacy as a memorial to Commodore Maury, who was born in Spotsylvania county within ten miles of Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran and a resident of the Fourth or Fifth District Virginia Division U. D. C. The value of this scholarship is \$150.00 a year. Application should be made to Mrs. Edwin Goffigan, Chairman Committee on Education, U. D. C., Cape Charles, Va.

The Virginia Division United Daughters of the Confederacy Scholarship.—The Virginia Division Scholarship of the U. D. C. is given to graduates of accredited Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value \$135.00. Application should be made to Mrs. Edwin Goffigan, Chairman Committee on Education, U. D. C., Cape Charles, Va.

Kate Waller Barrett Fund.—The Daughters of the American Revolution have established scholarships totaling \$1,000 at this college, of which \$300.00 is available to junior or senior students. This fund is known as the Kate Waller Barrett fund, with the Washington-Lewis Chapter of Fredericksburg part contributors. Application should be made to Mrs. James S. Jones, Chairman, Chatham, Va.

Service Loving Cup.—Through the interest and generosity of the Fredericksburg Kiwanis Club a silver loving cup is awarded each year to the student who, in the judgment of the faculty, has contributed most to the promotion of the interests of the college during his stay here.

State Loan Fund.—A student loan fund is made available through appropriations by the State Legislature. Loans up to \$200.00 a session may be secured on proper recommendation. Those desiring to borrow from this fund should make application to the President of the college.

Employment.—The college desires to aid, as far as possible, all students who are unable to finance their education, and with this aim in view employment scholarships have been established which carry an allowance of \$115.00 for the session. These aid positions consist of light work in the dining room, supply room, post office, library, laboratories, mimeograph department, and offices. In this way students, without interfering with their college work, are able to help defray their expenses. Since these scholarships are limited, it is impossible to supply the demand for assistance of this character, but the President of the college will give careful consideration to every request and aid each student to the fullest extent possible. The college is also in a position to provide or find some employment on the hour or day basis.

Commencement

Formal commencement exercises occur during the last week of the spring and summer quarters. They include commencement address, baccalaureate sermon, class-day exercises, senior class play, alumnae meeting, exhibits, delivery of diplomas and degrees, etc. Students and faculty are expected to remain at the college during the commencement exercises, and are required to do so unless excused by the President of the college.

Miscellaneous Notes

Student's baggage should be marked plainly with name and address—State Teachers College, Fredericksburg, Virginia.

The school bus in charge of a reliable driver will meet as many trains as practicable on September 22 and 23. If the bus

cannot be located on arrival at Fredericksburg station take a taxi to the college. The charge is 25c.

Report immediately to the Dean of Women, Room 207, Virginia Hall, on arrival at the college. She will assign students to their rooms. Also turn over trunk checks and 35c for drayage to the Dean of Women and arrangements will be made to have trunks delivered promptly. Trunks that are sent by express should come prepaid.

Full instructions in regard to registration, assignment of classes, etc., are posted in the halls. A printed schedule of classes is furnished at the time of matriculation.

ADMINISTRATION

Organization

This college is organized on the quarter basis and is open the year round. The school year is divided into four quarters—fall, winter, spring, and summer. Any three quarters constitute a year's work, whether taken consecutively or not. Teachers and others in service who find it impossible to attend college except during the summer may complete a year's work in three summer quarters.

Quarter Unity.—Students may therefore enter at the beginning of any quarter. Each quarter's work in the several courses is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

Summer Quarter

The summer quarter is an integral part of the school year and carries the same credit as any other quarter. It is divided into two terms of equal length, enabling students to attend either term

or the full quarter. Courses leading to the diploma or degree, as well as courses necessary for the renewal or extension of teachers certificates, are offered on both the quarter and the term basis.

The completion of any three quarters' work, whether consecutive or not, constitutes a full session's work.

The Summer Quarter is open to men on equal terms with women and one of the college dormitories is reserved for the exclusive use of men students during the summer.

A special Summer Quarter bulletin is published, ready by March first of each year.

Student Load

A student registers usually for fifteen, sixteen, or seventeen hours, each quarter. The average should be not more than sixteen hours for any three consecutive quarters, or forty-eight for the year of nine months.

A student who maintains a standard of at least "B" in fifty per cent of the work and makes no grade lower than "C" may be permitted to carry as much as 18 credits a quarter.

Mature students with teaching experience who show special capabilities, and other students who average "B" or above on their work may, with the approval of the Dean of Instruction, carry a load somewhat in excess of 18 credits.

Size of Classes

The right is reserved to withdraw any course listed herein or cancel enrollment in any course for which there is not a sufficient demand.

Class Standing of Students

Those students who have less than 42 quarter hours' credit are designated as freshmen. Students who have 42 quarter hours' credit but less than 88 are sophomores. Students with 88 quarter hours' credit but less than 135 are juniors. Students having more than 135 quarter hours' credit are seniors.

Change of Schedule or Courses

All schedules of work must be approved by the Registration Committee, the Registrar, or the Dean of Instruction.

After a schedule has been approved, the student is not permitted to drop any class or enter a new course without special permission from the Dean of Instruction. Such permission is given only in exceptional cases where there seems to be good and sufficient reason. A fee of fifty cents is charged the student for every change in the schedule after one week from the beginning of the quarter or term.

No credit is allowed for any course taken for which the student has not duly registered in the office and which is not listed on the approved schedule card filed in the office.

Training Schools

TRAINING IN ACTUAL TEACHING

The special province of the Teachers College is to train in skill, capability, and efficiency as well as to instruct in the knowledge necessary to be acquired. This service is performed in a laboratory called the training school, where there is developed the proper attitude, spirit, and power.

This laboratory consists of the Campus Elementary School, the Campus High School, and the Falmouth Elementary School, which is located in Falmouth, a suburb of Fredericksburg. In these schools actual teaching, managing, and testing are accomplished. Every student completing a curriculum and receiving a diploma or degree has had a specified amount of this practical experience and training as a part of the required work. Statements regarding the student's probable success are based upon scholarship, classroom work, personality, and characteristics, and upon the skill and adaptability shown in the work of being trained by actual teaching under supervision and criticism.

While the Campus Training Schools are established primarily for teacher training purposes, the principle is maintained that the welfare of the children is paramount, since that which constitutes the best education for the child is likewise the best laboratory for the student teacher.

Rural School Observation.—In addition to the training school facilities indicated above, the college makes provision for students to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school, from

the one- and two-room school up through the consolidated rural school to the more complex graded city system.

Prerequisites for Student Teaching

Students will not be accredited with student teaching in the training schools until they have obtained an average grade of "C" in the college classroom courses.

No student who has an unremoved condition or failure on more than four quarter hours of work will be permitted to do student teaching.

Students who do not meet the above requirements can bring their work up to the standard by repeating courses on which their grade is "D" or below.

Grading System

Scholarship standing is indicated by the letters A, B, C, D, E, F.

A is given for work of unusual excellence and exceptionally high order.

B is given for work distinctly above the average.

C denotes work of average or medium quality.

D is the lowest passing mark and while it will be accepted for graduation, it represents work of inferior quality.

E denotes that the work is conditioned. Conditions not made up in the next quarter of residence automatically become "F."

F (below 70) denotes failure and requires that the subject be taken again in class and passed before credit can be allowed.

A careful record is kept in the office of the Registrar of the entrance credits and work at this college of all students in all departments, and reports of students' work are mailed to parents three times a session, or at the close of each quarter. Special reports are sent at other times if it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

First-year students who fail on fifty per cent or more of their work the first quarter are placed on probation for the second quarter. A first-year student who does not make at least fifty

per cent of the work the first year will be dropped automatically from the roll. Anyone desiring to be reinstated may have his case reopened if in the judgment of the Administration the circumstances justify same.

Students in the second, third, and fourth years who do not make at least seventy-five per cent of their work may be asked to withdraw.

Scholarship Quality Point System

Beginning with September, 1929, the following Scholarship Quality Point System became effective. This does not apply to work already completed here or elsewhere and for which students have received credit.

For each quarter hour of credit with a grade of "A" three quality points are allowed.

For each quarter hour of credit with a grade of "B" two quality points are allowed.

For each quarter hour of credit with a grade of "C" one quality point is allowed.

For each quarter hour of credit with a grade of "D" or below, no quality point is allowed.

In each case the number of quarter hours credit in each course is multiplied by the number of quality points assigned to the grade made in that course. For example, an "A" in a course for which three quarter hours credit are allowed entitles the student to nine quality points. In this same course a grade of "B" would entitle the student to six quality points, "C" to three quality points, and no quality points would be allowed for a "D." This means that a student falling below "C" on a course at any time would have to make at least a "B" on some other course in order to secure the necessary quality points.

The above does not mean that a student is entitled to graduation when the number of quality points necessary for the diploma or B. S. degree have been received, since, if grades of "A" and "B" are made on a large percentage of the work, the quality points may far exceed the scholarship credits. It simply means that in order to graduate the number of quality points must at least be equal to the scholarship credits required.

Before being permitted to graduate in any curriculum the student must have earned as many quality points as there are quarter hours credit required in this curriculum. This means in general that the work of the student must be at least equal to an average grade of "C," although the school officials will decide whether or not the work of an individual student is of sufficiently high quality.

Students entering from other colleges are required to make as many quality points here as additional hours of credit required at this institution in order to complete the curriculum taken.

This standard is no higher than that maintained by the college during the previous sessions. There is a distinct advantage, however, in the fact that this system enables the students to check their standing from time to time, and thus ascertain whether or not they are meeting the qualitative standard as well as the passing standard. In other words, this system is much more objective and simple.

Residence Requirements

It is contemplated that a student will spend four years in residence in college to secure the B. S. degree. Residence in other standard colleges is accepted as equivalent time spent in this institution.

At least one year of residence (three quarters) here is required for a diploma or degree. At least 186 quarter hours are required for the Bachelor of Science Degree.

Students who maintain a standard of at least "B" in fifty per cent of the work taken and make no grades lower than "C" may be permitted to carry as much as eighteen credits a quarter and thus shorten the time required for graduation by approximately one quarter.

Mature students with teaching experience who show special capabilities, and other students who average "B" or above on their work may, with the approval of the Dean of Instruction, carry a load somewhat in excess of eighteen credits and shorten the time required for graduation correspondingly, provided that in no case the time is shortened more than two full quarters.

One hundred and eighty-six (186) quarter hours are required for the Bachelor of Science degree.

Teacher Placement Bureau

This bureau is a clearing house for graduates, well qualified students who are seeking positions, and school boards and superintendents who are in need of teachers. Superintendents and members of school boards are invited to visit the college, to make use of the placement bureau, and to meet applicants. Where this is not possible, confidential reports giving a full and accurate estimate of each applicant, as far as possible, will be furnished on request. The bureau recognizes that the primary obligation is to the children to be taught rather than to teachers desiring positions and teachers are recommended with this in mind. Address all communications to Director of the Placement Bureau.

Extension Work

In order that the college may be as useful as possible in its service to the public, extension courses are offered in cooperation with the University of Virginia. This makes it possible for those who cannot attend college to remain at home and yet receive the benefits of college instruction.

Extension classes will be organized in any subject where eight or more persons desire to take a course in it. These classes will meet at some convenient place and at an hour that is agreeable to both instructor and students. In organization and procedure the work will correspond to regular recitations in the college.

The location of the college makes it feasible to give extension courses in Fredericksburg, Culpeper, Orange, Gordonsville, Alexandria, Bowling Green, Ashland, Arlington County, Warsaw, Fairfax, Manassas, Tappahannock, Warrenton, and many other points in the immediate section served by this institution.

Detailed information will be furnished upon request.

Lectures

Members of the college faculty will be glad to give lectures of a professional or popular character on subjects that may be desired by teachers or by commercial and social clubs, or by other organizations. Dates and other arrangements will be a matter of determination at the time.

Field Trips and Tours

In an effort to capitalize and utilize the rich historic environment in which the college is located, there was inaugurated for the first time during the session 1929-30 a program which is not only an innovation so far as this college is concerned, but it is unique among institutions of learning. As an integral part of the program of instruction, the college sponsors regular visits or pilgrimages to the many local shrines and places of interest and note, including those in the immediate vicinity of Fredericksburg, the cities of Washington, Richmond, and other places accessible to the college. The heads of the various departments of instruction, respectively, have charge of the tours with which each department is concerned. These trips are arranged for the afternoons and Saturdays when they do not interfere with class room work. The department head, or teacher in charge of a group makes assignments in advance bearing on the particular places to be visited, so that the students will be familiar with the history or events connected with any given place. In addition, the teacher in charge gives on the ground, a prepared lecture of about fifteen minutes covering the history and significance of the particular place or shrine visited.

These trips are not confined to historic places alone, but include visits to industrial and educational institutions as well as visits to Congress, State Legislature, Congressional Library, State Library, and other governmental departments in Washington and Richmond.

Every student sometime during his stay at college has an opportunity of visiting all of the most outstanding and notable places to be found within a radius of fifty miles of Fredericksburg. This phase of the program of studies is a rich education within itself, and furnishes students a background of information which not only enables them to appreciate our history and institutions, but which serves also as an inspiration. Students eagerly look forward to these trips and they serve to vitalize and motivate the work in history, art, music, science, commerce, and other departments of the college.

No phase of the college's work has attracted quite so much attention or created so much enthusiasm and interest as this program of visualized and vitalized instruction.

Terminology

Quarter Hours.—All credit toward graduation is calculated in "quarter-hours." The term "quarter-hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the college courses call for three recitations a week. These are called three-hour courses. A student usually selects sixteen quarter hours, the equivalent of five courses each meeting three times a week, as her regular work.

Constant.—This is a course required of all students in any grade, curriculum or year.

Elective.—This is a course not required of all students.

Major.—This expression is used to show the more prominent line of work pursued by the student on a degree curriculum. Usually the major consists of not less than 36 quarter hours of credit.

Minor.—This term is used to indicate the line of work pursued by the student that is second in prominence. Usually the minor consists of not less than 27 quarter hours of credit.

Course.—This means a subject or portion of a subject as outlined in this bulletin for a quarter's work in one line.

Curriculum.—This means the full quantity and quality of work that is accepted as evidence of qualifications for a diploma or a degree.

Quality Points.—These are awarded on each quarter hour of credit according to the grade of scholarship attained. As many quality points as quarter hours of credit required at this institution are necessary for graduation from any curriculum.

Unit.—This term applies to secondary work and represents a minimum of five 40-minute periods of class work a week for at least 36 weeks.

Student Organizations and Activities

GENERAL WELFARE

Every effort is made to create a home-like atmosphere in the college. In living at close range work and play must be happily

proportioned. Friendliness and helpfulness must characterize the spirit of the student body, while a regard for the rights of others and a consideration for the property of others must be advocated consistently, thereby making of the college a pleasant and profitable home in which to live.

All possible freedom of movement is allowed students, consistent with the academic and social standards of the college. Irregularities which bring criticism or reproach upon the student or the college are not permitted.

Students are expected to adhere to a high standard of conduct and not need to be reminded constantly of detailed rules and regulations. Few formal or printed rules are, therefore, imposed upon them. The college authorities and members of the faculty rely upon students' sense of honor and strive always to appeal to their better selves. Those whose conduct is habitually inconsistent with this ideal are, *ipso facto*, outside of the organization and are quietly asked to withdraw.

HEALTH

The health of the students is given first consideration. They receive the very best medical attention through the services of a resident trained nurse and one of the leading physicians of the city who is employed by the college, and who pays daily visits. The department of Physical Education also co-operates closely, offering corrective gymnastics when advisable. Health records are secured and filed as part of the student's record. The college, provided with an infirmary, bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of students.

The Mary Washington Hospital, which is strictly modern, is located convenient to the school. The college physician is associated with this hospital, where a student may secure the services of recognized surgeons in cases of emergencies.

PHYSICAL EDUCATION AND ATHLETICS

Every student is required to participate in some form of physical education which is in keeping with the condition and physical needs of the individual. This helps to keep students in good

physical condition, and it is hoped that right habits and attitudes in regard to health and recreation will be developed and learned which will be followed after college days are over.

A medical and physical examination is required of all students. Those found physically normal will be expected to follow the regular physical education activity program, while the physically subnormal will engage in a prescribed corrective and recreative program approved by the physician.

This college has excellent facilities for Physical Education—a large gymnasium, indoor swimming pool, several tennis courts, available golf links, athletic field, running track and other play fields.

Both inter-mural and inter-collegiate athletics are participated in. These include hockey, basketball, indoor baseball, tennis, track, swimming events, etc. Emphasis upon physical and health education for all students is not sacrificed in order to produce winning teams in inter-collegiate contests.

GOVERNMENT

Students are permitted as much freedom in their movements on the campus and in their intercourse with the town as is consistent with propriety and the work they have assumed. The college realizes that discipline and government for student groups find their ideal in self-government, and to that end works ceaselessly and sympathetically with the Student Government Association. This association is composed of the entire student body, which in turn, by democratic elections, vests the governing powers in the Student Council, composed of President, Vice-President, Secretary, Treasurer, and representatives from every class. This Student Council is under the advice and counsel of the Joint Council. The latter is composed of the four offices of the Student Council and three members of the faculty. All decisions of the Joint Council involving serious discipline are referred to the President for his approval or veto.

WEEK-END VISITS AND HOLIDAYS

Students are permitted to make week-end visits at such times as will not conflict with their class schedule or their college obligations. This privilege, including Sunday as part of the week-end,

is withdrawn from students who are failing in any of their work. Special permission from the student's parent or guardian must be obtained in advance for a week-end visit other than to her home.

Students are discouraged to spend frequent week-ends away from the college as this practice tends to interfere with their work.

The above ruling as to week-end visits may be changed during the session if found desirable.

See the Calendar for scheduled holidays.

A student failing to return on time after a holiday or week-end visit must furnish satisfactory reason for absence both to the Dean of Women and Dean of Instruction. In any event all absences from classes immediately before or after week-end visits or holidays carry double absence penalty.

RELIGIOUS LIFE

This institution is non-denominational and recognizing the religious freedom of the students does not attempt to project into their lives the views of any one church. It does feel a deep responsibility, however, for their religious welfare and endeavors to maintain high moral and Christian standards. Assembly and chapel exercises are held regularly during the session and ministers from the city are asked to take part in conducting these services from time to time.

In addition, programs are contributed by members of the faculty, prominent outside speakers, the Student Government, the Y. W. C. A. and other departments and organizations of the school.

The churches in Fredericksburg represent practically every denomination and all extend a cordial welcome to the students. While church attendance is not compulsory, all students are encouraged to affiliate themselves with some church during their residence here. The spirit of co-operation between the college and the various local churches is one of mutual helpfulness.

The Young Women's Christian Association holds daily vesper services and a weekly devotional meeting to which members of the faculty and the student body are invited. Standing as it does for the development of the body, mind, and spirit, the Association seeks to meet the varied needs of the students, a large percentage of whom are members of this organization. Particularly through

the membership and the social committees is the new girl aided in finding herself amid the new surroundings, in making new friends, and in discovering a worthwhile program in which she may participate.

SOCIAL LIFE

In order that students may receive a well-rounded education it is necessary that there be offered opportunities for entertainment, recreation, and a general broadening of their intellectual life in addition to certain definite courses of instruction.

The social calendar for the year is varied and includes formal receptions, formal dinners, teas, programs by the departments such as music, dramatics, physical education, etc., lectures, moving pictures, May Day festivities, alumnae banquets, box suppers, informal inter-class parties, club parties, hikes, picnics, tennis, golf, and swimming. A high-class lyceum course has been secured which will include, "The Russian Singers," mixed chorus of fourteen voices; Concert by Steuart Wilson, English tenor, and Dalies Frantz, American pianist; The Cornelius van Vliet Trio (violinist, cellist, pianist); Beatrice Harrison, English Cellist; Leon H. Vincent, Litt. D., Lecturer.

CLUB ROOM

The Club Room is situated on the first floor of Virginia Hall and is easily accessible to students from all dormitories. It is a favorite rendezvous for social and business gatherings. In addition, each dormitory has its own parlors.

CHORAL CLUB

The members of the Choral Club are selected by the music director. Public performances are a part of the course. Participation in the choral contests and festivals sponsored by the Virginia Federation of Music Clubs is an annual custom. Other trips are taken by the club during the year. Credit is given for this work.

LES SAVANTES

The Literary Club, Les Savantes, seeks to promote a deeper appreciation of the best in literature and to create a broader and

more far-reaching interest in all of its forms, especially drama, fiction, history, and biography. It stands for literary development and more than that, literary expression. Membership is open to any student who is interested in this phase of college life and who has a creditable scholastic standing.

CHOIR CLASS

The members of the Choir Class are selected by the music director. Only church music is studied and presented. Public performances are a part of the course. Credit is given for this work.

DRAMATIC CLUB

"The Scene Shifters" is an organization composed of students interested in performing and in producing plays. Students who have had or are taking a course in Play Production, or who have demonstrated their dramatic ability, are eligible for membership. The club sponsors at least three three-act plays a year. Because of the proximity to Richmond and Washington, opportunity is afforded this group to witness some of the best professional theatrical productions.

GERMAN CLUB

The German Club promotes a higher social atmosphere among the girls, and has as its objective more than the purely recreational. It stands for better ballroom etiquette, the best form of dancing, and proper dress. Membership is open to any girl interested in this phase of college life. The club sponsors three mixed dances a year, usually one each quarter.

CAROLINA CLUB

The Carolina Club is purely a social organization composed of students from North and South Carolina. It gives students from these states an opportunity to become better acquainted and through its social activities adds much to the enjoyment of college life.

NORTHERN NECK CLUB

All students from the "Northern Neck" of Virginia are members of this club. This organization meets once a week for a

social hour. One day a session is set aside to entertain the entire student body.

PEANUT CLUB

The "Peanut" Club's membership is composed of students coming from the section of Virginia lying between Petersburg and Suffolk known as the Peanut section. The club has as its emblem a "peanut" necklace. It enters into the social life of the campus and furnishes much wholesome social activity.

KOLLEGE KOMMERCIAL KLUB

The Kollege Kommercial Klub has as its chief objective the socializing of the girls of the Commercial Department. During the winter and spring quarters two trips are made to Richmond and Washington to visit the leading banks and the most important factories in order to give students direct contact with the outside business world. Monthly meetings are held in the College Tea Room.

SOUTHWEST VIRGINIA CLUB

The Southwest Virginia Club is constituted of students who come from the "great Southwest" with Roanoke and the Tennessee boundary serving as indicators for sectional eligibility of its members. This club purposes to create a finer appreciation for this section of the State, to make for a comradeship among those who come from the Southwest, and to give a deeper recognition of the value of the college and its ideals.

LEADERS' CLUB

The Leaders' Club, characteristic of its name, is composed of the leaders of every organization and club on the "Hill." Its aim and function is far-reaching in that it tends to bring together the problems of each organization for suggestions from all other organizations as to the solution of such problems.

ALPHA PHI SIGMA NATIONAL SCHOLARSHIP FRATERNITY

The purpose of this organization is to encourage high scholastic attainment both in high school and in college. High school valedictorians and salutatorians are automatically initiated into

the fraternity upon admission to the college. Any other student who has been in the college six months and whose scholarship ranks in the upper sixth is eligible.

These organizations work to forward the spirit of the college and to bring together the members of the student body into a unified whole.

ATHLETIC ASSOCIATION

The Athletic Association has for its aim the promotion of athletic activities. The college participates in only two varsity sports—hockey and basketball. There are class teams in all sports—hockey, soccer, baseball, basketball, swimming, tennis, and track.

All students are eligible for membership in the Athletic Association and anyone may compete for the school letter given for athletic ability.

DEBATING TEAMS

Admission to the debating teams is based upon try-outs and skill shown in inter-class debating. Debates with other colleges will be arranged during the year.

DEPARTMENTAL ORGANIZATIONS

Several of the other departments of the school have organized societies of an educational and social nature for the furtherance of interest in the various fields of endeavor.

THE BULLET

The Bullet is the periodical of the college and is issued monthly. It is managed and edited by the student body with the advice of a faculty committee, and contains social and business news of the college, supplemented by personal contributions by members of the student body. A feature peculiarly their own is the department of Student Opinion, in which the student body are invited to give the college the benefit of their constructive thinking by expressing their opinion of any phase of college life as they see it. Through The Bullet the alumnae may keep in touch with the college, and prospective students may get some idea of the college activities.

THE BATTLEFIELD

The Battlefield is the annual student publication. Designed to be of enduring interest to each student in the institu-

tion, it contains individual pictures of the seniors, juniors, and sophomores, class pictures, and pictures of individuals and of familiar scenes in school life. Records of important and interesting events and features which occur during the year are included. The publication of the annual is entrusted to a complete staff composed of students who are elected by the student body, assisted by a faculty committee which serves in an advisory capacity. This is one of the most important of the extra-curricula activities in the college.

ALUMNAE

The great majority of the graduates of the State Teachers College are engaged in the teaching profession. A few fill positions in the professional and business world. It is the desire of the college to keep in touch with its graduates and help them advance in their chosen fields. It is hoped that a definite plan along this line can be announced at an early date.

In the meantime the Alumnae are invited to visit the college as its guests at any time, especially during commencement. Please notify the Alumnae Secretary, State Teachers College, Fredericksburg, Virginia, of any recent change in name and address.

PROGRAM OF STUDIES

Four-Year Curricula

The college offers four-year curricula leading to the B. S. degree for those who desire to prepare for careers as teachers, supervisors, or principals in elementary and high schools. (See Curricula III and IV, pages 66 to 68, inc.)

A holder of the B. S. degree is eligible for the Collegiate Professional Certificate—the highest certificate issued by the Virginia State Board of Education.

In addition to offering strong professional courses for teachers and supervisors of the traditional academic subjects, this college is particularly well equipped and ideally situated to offer excellent courses leading to the B.S. degree in Commercial Educa-

tion, Physical and Health Education, Music, and Home Economics for students who wish to specialize in these fields. (See Curricula V, VI, VII, VIII, pages 69 to 77, inc.)

Due to consolidation of small high schools throughout the State and country, as well as to the present day demand for a broadening of the curriculum in order that boys and girls may receive instruction in fields other than the traditional subjects, teachers are realizing more and more that if they are to make a real success of teaching both from the professional and personal viewpoints, they must specialize.

This college is unable to supply the demands for teachers and supervisors in the special and what might be termed newer fields of education, regardless of the fact that initial salaries in these fields are larger than for teachers of the older subjects.

Two-Year Curricula

Students who wish to become teachers in the primary and grammar grades, and who are not in position to complete the four-year course before entering the teaching profession, are admitted to the two-year curricula. (See Curricula I and II, pages 62 to 65, inc.)

On completion of the prescribed work such students are awarded a professional diploma, which entitles them to the Normal Professional Certificate issued by the Virginia State Board of Education. These students may return at the beginning of any quarter if they find it possible to do so later and complete the third and fourth years' work entitling them to the B.S. degree and to a Collegiate Professional Certificate.

Elementary Certificate

Students who are compelled to leave college after completing the first year of a two-year curriculum are eligible for the Elementary Certificate issued by the Virginia State Board of Education. Such students will receive full credit for the year's work taken if they desire to return later and complete a two- or four-year curriculum leading to a diploma or the B.S. degree.

Opportunities Offered by Special and Vocational Curricula

COMMERCIAL EDUCATION

This college is a member of the National Association of Commercial Teacher-Training Institutions, and has one of the strongest departments of commercial education in the entire South. The courses are designed to meet the needs of three classes of students.

1. A four-year course leading to the Bachelor of Science degree. On completion of this course graduates are qualified either to enter the teaching profession or the commercial world as preference or circumstances may determine.
2. A four-year course leading to the Bachelor of Science degree for those who do not desire to teach but have definitely decided to enter business. This course insofar as content work is concerned is essentially the same as the course mentioned above, the chief difference being that students who elect this course are permitted to substitute additional content work for practice teaching.
3. A short course approximately one year in length intended for those desiring to become secretaries or stenographers. In this course emphasis is placed very largely on skills, such as typewriting, shorthand, bookkeeping, and accounting. This program makes it possible for those who are able or may desire to remain in college for only a short time to qualify for commercial positions within a minimum length of time and at the least possible expense. An important factor to be considered in selecting this course is that credits earned here carry full college recognition toward the B. S. degree, and work may be resumed at some future time and full credit received for courses already completed.

Ordinarily college graduation is a prerequisite for teaching in the high schools of Virginia. Because of the great demand for commercial teachers, however, and the inability of the colleges to supply the demand, students who complete the first two years of the four-year commercial curriculum for teachers are entitled to special certificates to teach commercial subjects in the high schools

of the State. This is an emergency measure, and students are urged wherever possible to remain in college for four years and secure the Bachelor of Science degree.

Business is the dominant characteristic of the age, and there is not only a great demand for secretaries, stenographers, accountants, and specialists in business, but the greatest demand in the field of teaching today is in the field of commercial education. As would be expected, because of the operation of the law of supply and demand, salaries in this field therefore are larger than in any other field of teaching.

PHYSICAL AND HEALTH EDUCATION

Physical Education is a comparatively new field in general education and offers many opportunities for the student who is fitted by nature and inclination to become a teacher or supervisor in this field. The demand for specialists in Physical Education is becoming greater each year. This college offers a specialized curriculum designed to train teachers and supervisors of Physical Education.

This course has the added advantages of being planned to give such exercise as will enable students to build up and conserve their own health by intelligent attention to the laws of health and hygiene, and to aid them by habits of exercising thus acquired to keep their bodies in the best physical condition possible; and to correct in so far as possible faults of posture and physical defects.

MUSIC

"Merely to play the piano is an accomplishment. A musical education is an accomplishment, a science, an art, and a profession, all in one. Give your daughter a musical education. Poor instruction costs time and money. You can replace the money, but the time is lost forever."

Music forms an integral part of the work of the college. Its immediate interests and specific work are under the supervision of the Department of Music. Both theoretical and practical music are included in the scope of this department, the former being devoted to class instruction in such subjects as public school music, appreciation, theory, harmony, etc., the latter being devoted to individual lessons in piano and voice. The aim is to teach music

not only as an accomplishment, but also as an aid in the development of the highest type of womanhood. The intimate connection of the department with the other departments of the college presents to the student opportunities of pursuing a well rounded liberal education. Such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual, aesthetic, and moral culture.

Student and faculty recitals and concerts by visiting artists offer advantages for music appreciation and study. The glee club affords opportunities for practical training and application for the principles of music.

In addition to the regular Artists Course of the college, students have exceptional opportunities to hear the best operas and concerts in Richmond and in Washington. Each of these cities is only fifty miles away, and for groups it is possible to secure a reduction in transportation costs, as well as in the price of admission.

The Music Department began last year a new undertaking which has been very successful in other states. It has the endorsement of the State Department of Education. Some of the strongest students in music will undertake music teaching and supervision in nearby county schools, thereby giving the student-teacher a splendid opportunity to gain experience before graduation and thereby bringing music as a regular study to rural school children.

This plan is sponsored by the "Music Missioner Movement," which originated at Lake Placid, New York, and has headquarters there. This organization guarantees positions for music teachers and supervisors who receive their training at this college under the plan sponsored by them.

HOME ECONOMICS AND DIETETICS

Home-making is still one of the most important and most inevitable vocations for women. Definite training will add much to the ease and pleasure of managing a home. For the girl who wishes to major in home economics and teach in this field a strong course is offered. Much additional equipment is being added and many improvements made, including new practice house, new food and clothing laboratories, new tea room, and an additional instructor.

The Home Economics Department is largely responsible for the food prepared for the college Tea Room and for the management of this popular resort.

Visits are made to factories, museums, and Federal bureaus in Washington and Richmond. These visits and the accompanying lectures and discussions give the students valuable information that can be gained in no other way. Under a plan whereby each student in the Home Economics Department is credited with a certain percentage of the profit earned from food prepared for the Tea Room, these trips may be made with little or no expense to the student.

FINE ARTS

"Art contributes to the making of good citizens by improving public taste and by developing a sense of appropriateness, appreciation, understanding and enjoyment of beauty in one's surroundings."

Modern art education has a very practical as well as cultural value. Everyone must select articles for personal, home, and community use, and therefore everyone, regardless of profession or trade, needs to know the fundamental principles of design and color which govern the "art quality" in objects, that is, that quality in any object beyond mere utility.

The purposes of the art course in the college are first, to prepare teachers in the elementary grades to meet the art problems of their daily work; to set up ideals and standards of excellence and develop judgment and good taste through the making of decisions and choices; to develop basic skills and attitudes; and second, to provide a cultural background for any student who wishes a well-rounded education and an introduction to a greater enjoyment of beauty of line, form or color wherever it may be found.

Under the present plan of organization Art may be selected as a minor by any student working for the B.S. degree.

Requirements for the Bachelor of Science Degree

Constants.—English	18 quarter hours
Education and supervised teaching	30 quarter hours
Social Science	18 quarter hours
Physical and Natural Science	12 quarter hours
Health and Physical Education	9 quarter hours

Majors and Minors.—Each candidate for a degree must select one major and two minor subjects of study. The major may be selected from one of the following fields: English, Social Science, Science, French, Latin, Mathematics, Elementary Education, Commercial Education, Physical Education, Music or Home Economics.

Minors may be selected from the same groups of subjects, with the addition of Art.

The minimum requirement for a major in English, Social Science, Science, Elementary Education, Commercial Education and Physical Education, is 36 quarter hours and for a minor 27 quarter hours.

The minimum requirement for a major in Mathematics, Latin and French is 27 quarter hours and for a minor 18 quarter hours.

In order to meet the State requirements for a certificate in Science a student must complete three Sciences with four session hours' credit each or two Sciences with six session hours' credit each.

Students are referred to the various departments of instruction for exact requirements for majors and minors in the various courses.

Electives.—Each candidate must select, in addition to the constants, majors, and minors, such additional subjects as are necessary to bring the total of quarter credit hours to 186. These must be approved by the Dean of Instruction or the Classification Committee.

Quality Points.—Students entering September, 1929, and thereafter will be required to show a specified number of quality points in addition to the quarter credit hours required for the degree. See page 43.

Course Numbers.—Courses numbered from 100 to 199, inclusive, are first year courses; second year courses are numbered 200 to 299, inclusive; those with numbers ranging from 300 to 399 are third year courses; and those with numbers of 400 and above are designed for fourth year students.

Students are not permitted to enroll for courses that are more than one year above or below their classification.

CURRICULUM I

TWO-YEAR CURRICULUM FOR PRIMARY TEACHERS LEADING TO THE TWO-YEAR DIPLOMA AND THE NORMAL PROFESSIONAL CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Art 101 General Art.....	2	Art 115 Elem. Grades.....	2		
Ed. 118 Ed. Psychol.....	3	Ed. 119 Ed. Psychol.....	3	Ed. 165 Read.-Lang.....	5
Eng. Fundamentals	3	Eng. Fundamentals	3	Eng. Fundamentals	3
(8) Mus. 101 P. S. Music.....	1	Mus. 102 P. S. Music.....	1		
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	Phy. Ed. 103 Gym.....	1
SSc. 116 Geo. of U. S.....	3	SSc. 151e U. S. Hist.....	3	SSc. 152e U. S. Hist.....	3
One of the following:					
H. Ed. 100.....	3	H. Ed. 100.....	3	H. Ed. 100.....	3
Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3
Math. 110 Arith.....	3	Math. 110 Arith.....	3	Math. 110 Arith.....	3
	16		16		*15

*Art 210, Art Appreciation; Music 103, Public School Music; or Music 210, Music Appreciation may be added. These are all one-credit courses.

SECOND YEAR

	CREDIT			CREDIT			CREDIT		
	FALL QUARTER			WINTER QUARTER			SPRING QUARTER		
	A	B	C	A	B	C	A	B	C
Art 210 Art Appreciation.....	0	0	1	1	0	0	0	1	0
Ed. 200 Educ. Sociology.....	0	5	0	0	0	5	5	0	0
Ed. 210 Tests & Measurements.....	0	0	3	3	0	0	0	3	0
Ed. 240 Superv. Teach.—Primary.....	10	0	0	0	10	0	0	0	10
Ed. 250 Princ. of Teach.—Primary.....	5	0	0	0	5	0	0	0	5
Eng. 210 Children's Lit.....	0	3	0	0	0	3	3	0	0
Eng. 220 Oral Reading.....	0	0	3	3	0	0	0	3	0
Mus. 210 Music Appreciation.....	0	0	1	1	0	0	0	1	0
Phy. Ed. 201-202 Gym.....	0	1	1	1	0	1	1	1	0
Sc. 230 Nature Study.....	0	3	0	0	0	3	3	0	0
SSc. 113 Citizenship.....	0	0	3	3	0	0	0	3	0
*SSc. 216 Geog. of Eurasia.....	0	3	0	0	0	3	3	0	0
*SSc. 217 Geog. of South. Lands.....	0	0	3	3	0	0	0	3	0
	15	15	15	15	15	15	15	15	15

*Either Social Science 216 or 217 is required; both may be elected. Other Electives: Music 211 and 222; other second year courses by permission of the Dean of Instruction.

Note.—Students in the second year of Curriculum I are divided into three approximately equal sections, listed, A, B, C, above. Each section teaches one quarter and for the other two quarters takes the work listed under their respective sections. Students are required to take the work as listed under their respective sections. For instance, students in Section A teach the first quarter and take the courses listed under Section A for the second quarter; and the subjects listed under Section A for the third quarter. "O" after a subject for a given section indicates that the subject is not taken by that section for that quarter.

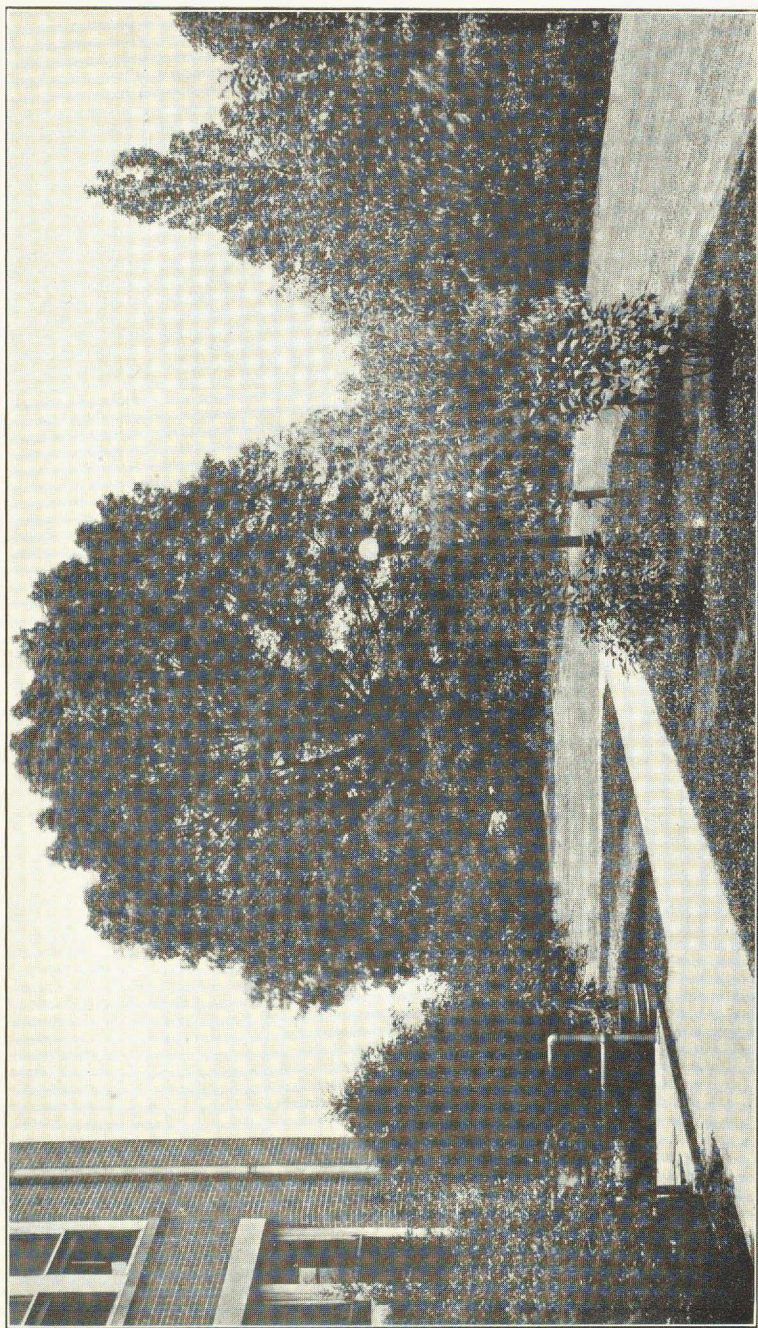
CURRICULUM II

TWO-YEAR CURRICULUM FOR TEACHERS OF THE UPPER ELEMENTARY GRADES LEADING TO THE TWO-YEAR
DIPLOMA AND THE NORMAL PROFESSIONAL CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF
EDUCATION

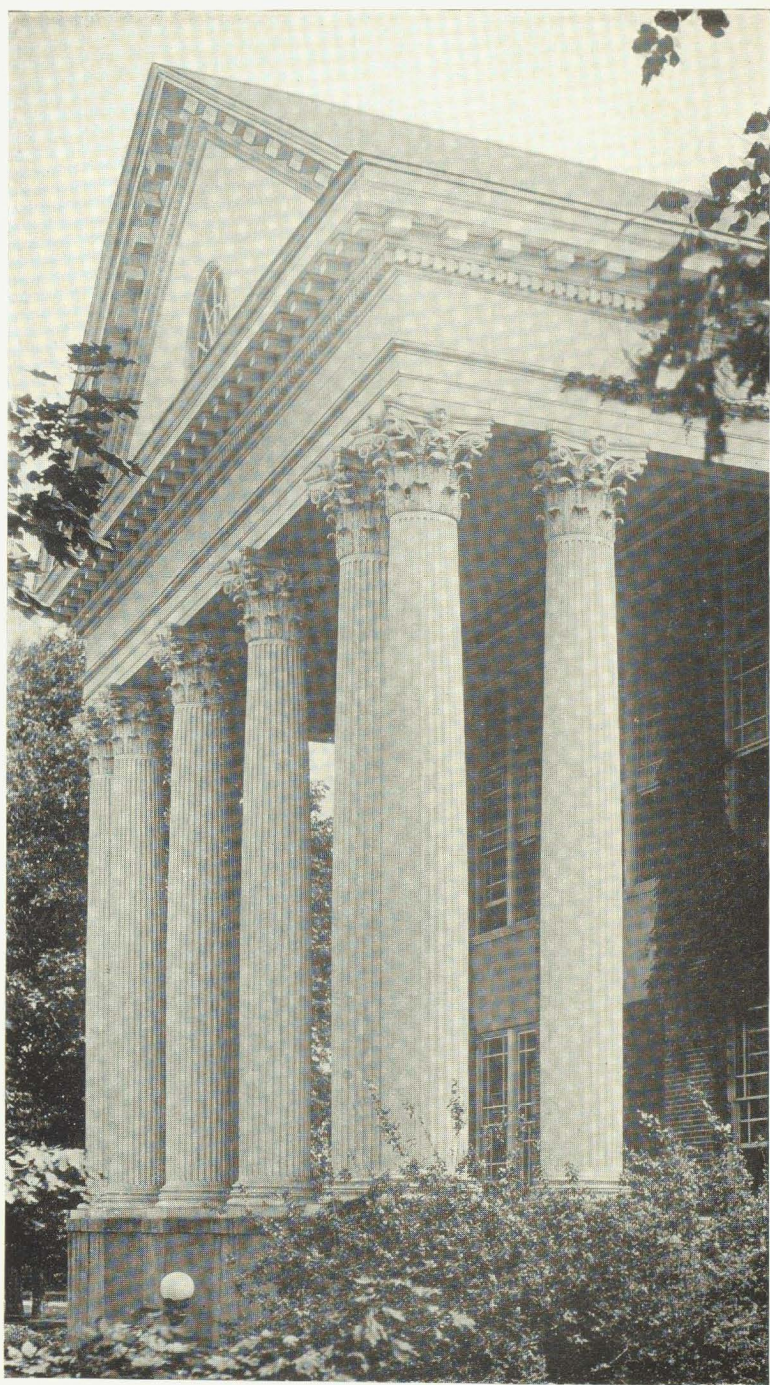
FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Art 101 General Art.....	2	Art 115 Elem. Grades.....	2		
Ed. 118 Ed. Psychol.....	3	Ed. 119 Ed. Psychol.....	3	Ed. 165 Read.-Lang.....	5
Eng. Fundamentals.....	3	Eng. Fundamentals.....	3	Eng. Fundamentals.....	3
Mus. 101 P. S. Music.....	1	Mus. 102 P. S. Music.....	1		
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	Phy. Ed. 103 Gym.....	1
SSc. 116 Geo. of U. S.....	3	SSc. 151e U. S. Hist.....	3	SSc. 152e U. S. Hist.....	3
One of the following:					
H. Ed. 100.....	3	H. Ed. 100.....	3	H. Ed. 100.....	3
Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3
Math. 110 Arith.....	3	Math. 110 Arith.....	3	Math. 110 Arith.....	3
	16		16		*15

*Art 210, Art Appreciation; Music 103, Public School Music; or Music 210, Music Appreciation may be added. These are all one-credit courses.



SECTION OF THE NORTH CAMPUS WITH A GIANT OAK ON ITS SLOPE



WEST ENTRANCE TO MONROE HALL

SECOND YEAR

	CREDIT FALL QUARTER			CREDIT WINTER QUARTER			CREDIT SPRING QUARTER		
	A	B	C	A	B	C	A	B	C
Art 210 Art Appreciation.....	0	0	1	1	0	0	0	1	0
Ed. 200 Educ. Sociology.....	0	5	0	0	0	5	5	0	0
Ed. 210 Tests & Measurements.....	0	0	3	3	0	0	0	3	0
Ed. 240 Superv. Teach.—Grammar Grades.....	10	0	0	0	10	0	0	0	10
Ed. 250 Princ. of Teach.—Grammar Grades.....	5	0	0	0	5	0	0	0	5
Eng. 210 Children's Lit.....	0	3	0	0	0	3	3	0	0
Eng. 220 Oral Reading.....	0	0	3	3	0	0	0	3	0
Mus. 210 Music Appreciation.....	0	0	1	1	0	0	0	1	0
Phy. Ed. 201-202 Gym.....	0	1	1	1	0	1	1	1	0
Sc. 230 Nature Study.....	0	3	0	0	0	3	3	0	0
SSc. 113 Citizenship.....	0	0	3	3	0	0	0	3	0
*SSc. 216 Geog. of Eurasia.....	0	3	0	0	0	3	3	0	0
*SSc. 217 Geog. of South. Lands.....	0	0	3	3	0	0	0	3	0
	15	15	15	15	15	15	15	15	15

*Either Social Science 216 or 217 is required; both may be elected. Other Electives: Music 211 and 222; other second year courses by permission of the Dean of Instruction.

Note.—Students in the second year of Curriculum II are divided into three approximately equal sections, listed, A, B, C, above. Each section teaches one quarter and for the other two quarters takes the work listed under their respective sections. Students are required to take the work as listed under their respective sections. For instance, students in Section A teach the first quarter and take the courses listed under Section A for the second quarter; and the subjects listed under Section A for the third quarter, "O" after a subject for a given section indicates that the subject is not taken by that section for that quarter.

CURRICULUM III

FOUR-YEAR CURRICULUM FOR ELEMENTARY TEACHERS, PRINCIPALS, AND SUPERVISORS LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CER- TIFICATE GRANTED BY THE VIRGINIA STATE BOARD OF EDUCATION

First year and second year work of this curriculum is the same as that for Curricula I and II. Education 240 and Education 250 may be postponed until the third year and a full year course in Science and some elective may be substituted in the second year by students who definitely plan to remain in college three or four years before teaching.

THIRD YEAR

FALL QUARTER			WINTER QUARTER			SPRING QUARTER	
	Credit			Credit			Credit
Ed. 318 Child Psy.....	3	or	Ed. 319 Adol. Psy.....	3			
Eng. 261 English Lit.....	3		Eng. 262 English Lit.....	3	Eng. 263 Amer. Lit.....	3	
Science	4		Science	4	Science	4	
Phy. Ed. 301 Gym.....	1		Phy. Ed. 302 Gym.....	1	Phy. Ed. 303 Gym.....	1	
Electives			Electives		Electives		

Note.—If Education 240 and 250 were not taken in the second year these courses must be selected during one quarter of the third year.

FOURTH YEAR

*Ed. 411 Hist. of Ed.....	3		Ed. 416 Ex. Cur. Act.....	3	*Ed. 411 Hist. of Ed.....	3
Ed. 412 Supv. & Adm.....	3	or	Ed. 415 Guidance.....	3		
Ed. 440 Teaching.....	6	or	Ed. 440 Teaching.....	6	Ed. 440 Teaching.....	6
Phy. Ed. 401 Gym.....	1		Phy. Ed. 402 Gym.....	1	Phy. Ed. 403 Gym.....	1
SSc. 411 Sociology.....	3		SSc. 412 Sociology.....	3		
Electives			Electives		Electives	

*Either first or third quarter.

CURRICULUM IV

FOUR-YEAR CURRICULUM FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS, PRINCIPALS, AND SUPERVISORS, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Eng. 115 or 117 Funds.....	3	Eng. 115-6 or 117 Funds.....	3	Eng. 116 or 117 Funds.....	3
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	Phy. Ed. 103 Gym.....	1
Science.....	4	Science.....	4	Science.....	4
SSc. 151 U. S. Hist.....	3	SSc. 152 U. S. Hist.....	3	SSc. 113 Citizenship.....	3
Electives		Electives		Electives	

Note.—Total credits per quarter should be 15 to 17.

SECOND YEAR

Ed. 218 Ed. Psychol.....	3	Ed. 219 Ed. Psychol.....	3	Ed. 233 Prs. Sec. Ed.....	3
Eng. 261 Eng. Survey.....	3	Eng. 262 Eng. Survey.....	3	Eng. 263 Am. Survey.....	3
Phy. Ed. 201 Gym.....	1	Phy. Ed. 202 Gym.....	1	Phy. Ed. 203 Gym.....	1
SSc. 261 Hist. of Civil.....	3	SSc. 262 Hist. of Civil.....	3	SSc. 263 Hist. of Civil.....	3
Major		Major		Major	
Minor		Minor		Minor	

FALL QUARTER	Credit
*Ed. 340 Teaching.....	6

Major
Minor
Elective

*Ed. 411 Hist. of Ed.....	3
Ed. 412 Supv. & Adm.....	3
*Ed. 440 Teaching.....	6
Phy. Ed. 401 Gym.....	1
Major	
Minor	
Elective	

THIRD YEAR

WINTER QUARTER	Credit
*Ed. 340 Teaching.....	6
*Ed. 310 Tests & Meas.....	3
Ed. 319 Adol. Psychol.....	3

Major
Minor
Elective

FOURTH YEAR

*Ed. 440 Teaching.....	6
Phy. Ed. 402 Gym.....	1
Major	
Minor	
Elective	

SPRING QUARTER	Credit
*Ed. 340 Teaching.....	6
*Ed. 310 Tests & Meas.....	3

Major
Minor
Elective

*Ed. 411 Hist. of Ed.....	3
*Ed. 440 Teaching.....	6
Phy. Ed. 403.....	1
Major	
Minor	
Elective	

*These courses are taken for one quarter only.

CURRICULUM V

FOUR-YEAR CURRICULUM PRIMARILY FOR THE TRAINING OF TEACHERS AND SUPERVISORS IN COMMERCIAL EDUCATION, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
C. Ed. 111 Shorthand.....	3	C. Ed. 112 Shorthand.....	3	C. Ed. 113 Shorthand.....	3
C. Ed. 121 Typewriting.....	2	C. Ed. 122 Typewriting.....	2	C. Ed. 123 Typewriting.....	2
(9) Eng. Fundamentals.....	3	Eng. Fundamentals.....	3	C. Ed. 103 Eng. of Com.....	3
P. Ed. 101 Gym.....	1	P. Ed. 102 Gym.....	1	P. Ed. 103 Gym.....	1
Sc. 111 General Science.....	4	Sc. 112 General Science.....	4	Sc. 113 Gen. Science.....	4
SSc. 151 U. S. History.....	3	SSc. 152 U. S. History.....	3	C. Ed. 101 Intro. to Bus.....	3

SECOND YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
C. Ed. 201 Accounting.....	3	C. Ed. 202 Accounting.....	3	C. Ed. 203 Accounting.....	3
C. Ed. 211 Shorthand.....	3	C. Ed. 212 Shorthand.....	3	C. Ed. 213 Shorthand.....	3
C. Ed. 221 Typewriting.....	2	C. Ed. 222 Typewriting.....	2	C. Ed. 223 Off. Prac. & Man.....	3
C. Ed. 246 Com. Math.....	3	C. Ed. 247 Com. Math.....	3	C. Ed. 256 Indus. Geog.....	3
Ed. 218 Ed. Psychology.....	3	Ed. 219 Ed. Psychology.....	3	C. Ed. 258 Salesmanship.....	3
P. Ed. 201 Gym.....	1	P. Ed. 202 Gym.....	1	P. Ed. 203 Gym.....	1

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
C. Ed. 301 Adv. Account.....	3	C. Ed. 302 Adv. Account.....	3	C. Ed. 303 Adv. Account.....	3
C. Ed. 326 Prin. of Retail.....	3				
Eng. 261 Eng. Survey.....	3	Eng. 262 Eng. Survey.....	3	Eng. 263 Am. Survey.....	3
P. Ed. 301 Gym.....	1	P. Ed. 302 Gym.....	1	P. Ed. 303 Gym.....	1
SSc. 261 Hist. of Civil.....	3	SSc. 262 Hist. of Civil.....	3	SSc. 263 Hist. of Civil.....	3

Add as schedule permits: Required courses in Education; minor subjects; electives.

FOURTH YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
C. Ed. 401 Bus. Organ.....	3	C. Ed. 403 Com. Law.....	3	C. Ed. 402 Money and Bank.....	3
C. Ed. 404 Meth. in Acct.....	2	C. Ed. 415 Methods in Shthnd.		C. Ed. 413 Sec. Procedure.....	2
C. Ed. 422 Sec. Sch. Com. Ed.....	3	and Typ.	2	P. Ed. 403 Gym.....	1
P. Ed. 401 Gym.....	1	C. Ed. 416 Junior Bus.....	3		
SSc. 401 Economics.....	3	P. Ed. 402 Gym.....	1		
		SSc. 402 Economics.....	3		

Add as schedule permits any other required courses in Education or Minor Subjects or Electives.

Note I.—Com. Ed. 331 Business Experience is not scheduled; see course description.

Note II.—Students not preparing to teach will consult the head of the department regarding changes in the course.

CURRICULUM VI

FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS, SUPERVISORS, AND SPECIALISTS IN THE FIELD OF PHYSICAL AND HEALTH EDUCATION, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER	Credit
(71) Eng. Fundamentals	3
Phy. Ed. 121 Major Gym.....	3
Phy. Ed. 151 Rhythm.....	2
Sc. 121 Biology.....	4
SSc. 151 U. S. Hist.....	3

WINTER QUARTER	Credit
Eng. Fundamentals	3
Phy. Ed. 122 Major Gym.....	3
Phy. Ed. 152 Rhythm.....	2
Sc. 122 Biology.....	4
SSc. 152 U. S. Hist.....	3

SPRING QUARTER	Credit
Eng. Fundamentals	3
Phy. Ed. 123 Major Gym.....	3
Phy. Ed. 153 Rhythm.....	2
Sc. 123 Biology.....	4
SSc. 113 Citizenship.....	3

SECOND YEAR

Ed. 218 Ed. Psychol.....	3
Eng. 261 Eng. Survey.....	3
Phy. Ed. 221 Major Gym.....	3
Phy. Ed. 231 Prs. Phy. Ed.....	3
SSc. 261 Hist. of Civil.....	3

Ed. 219 Ed. Psychol.....	3
Eng. 262 Eng. Survey.....	3
Phy. Ed. 222 Major Gym.....	3
Phy. Ed. 232 Gross Anat.....	4
SSc. 262 Hist. of Civ.....	3

Ed. 233 Prs. Sec. Ed.....	3
Eng. 263 Am. Survey.....	3
Phy. Ed. 223 Major Gym.....	3
Phy. Ed. 233 Kinesiology.....	3
SSc. 263 Hist. of Civil.....	3

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Phy. Ed. 361 Teach.-Major.....	1-2	Phy. Ed. 362 Teach.-Major.....	1-2	Phy. Ed. 363 Teach.-Major.....	1-2
Phy. Ed. 311 Anthropolom.....	2	Phy. Ed. 332 Soc. Hyg.....	2		
Phy. Ed. 331 Rec. Leadership.....	3	Phy. Ed. 312 Corr. & Mass.....	3	Phy. Ed. 313 Phys. of Ex.....	3
Phy. Ed. 321 Major Gym.....	2	Phy. Ed. 322 Major Gym.....	2	Phy. Ed. 323 Major Gym.....	2

(72)

Note.—Add as schedule permits required courses in Education; minor subject; electives.

FOURTH YEAR

Phy. Ed. 461 Teach.-Major.....	1-2	Phy. Ed. 462 Teach.-Major.....	1-2	Phy. Ed. 433 Camp Craft.....	2
Phy. Ed. 421 Major Gym.....	2	Phy. Ed. 422 Major Gym.....	2	Phy. Ed. 423 Major Gym.....	2
Phy. Ed. 411 Theory of Coach.....	1	Phy. Ed. 412 Theory of Coach.....	1	Phy. Ed. 413 Theory of Coach.....	1

Note.—Add as schedule permits Education 440 Teaching; minor subject; electives.

CURRICULUM VII

FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS AND SUPERVISORS OF PUBLIC SCHOOL MUSIC,
INCLUDING PIANO. GRADUATES OF THIS CURRICULUM RECEIVE THE BACHELOR OF SCIENCE DEGREE
AND ARE ELIGIBLE FOR THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE IS-
SUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
(73) Eng. Fundamentals	3	Eng. Fundamentals	3	Eng. Fundamentals	3
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	Phy. Ed. 103 Gym.....	1
Sc. 111 or 121.....	4	Sc. 112 or 122.....	4	Sc. 113 or 123.....	4
SSc. 151 U. S. Hist.....	3	SSc. 152 U. S. Hist.....	3	SSc. 113 Citizenship.....	3
Mus. 101 P. S. Music.....	1	Mus. 102 P. S. Music.....	1	Mus. 103 P. S. Music.....	1
Mus. 121 Rhythm.....	2	Mus. 122 Rhythm.....	2	Mus. 123 Rhythm.....	2
Mus. 131 Piano }	1.5	Mus. 132 Piano }	1.5	Mus. 133 Piano }	1.5
or		or		or	
Mus. 141 Voice }	1	Mus. 142 Voice }	1	Mus. 143 Voice }	1
Glee Club		Glee Club		Glee Club	
or	.5	or	.5	or	.5
Choir		Choir		Choir	

FALL QUARTER		Credit
Ed. 218 Ed. Psychol.....	3	
Eng. 261 Eng. Survey.....	3	
P. Ed. 201 Gym.....	1	
SSc. 261 Hist. of Civil.....	3	
*Mus. 210 Music Apprec.....	1	
*Mus. 211 P. S. Music.....	2	
Mus. 231 Piano } or Mus. 241 Voice }	1.5	
Mus. 251 S. S. & Dict.....	2	
Glee Club	1	
or (74) Choir .....	.5	

*Ed. 340 Teaching.....	6	
Ed. 318 Child Psychol.....	3	or
*H. Ed. 300 Hygiene.....	3	
P. Ed. 301 Gym.....	1	
Mus. 301 Hist. & Appr.....	3	
Mus. 311 S. S. & Dict.....	3	
Mus. 321 Piano } or Mus. 331 Voice }	1.5	
Glee Club	1	
or Choir .....	.5	

SECOND YEAR		Credit
WINTER QUARTER		
Ed. 219 Ed. Psychol.....	3	
Eng. 262 Eng. Survey.....	3	
P. Ed. 202 Gym.....	1	
SSc. 262 Hist. of Civil.....	3	
*Mus. 210 Music Apprec.....	1	
*Mus. 211 P. S. Music.....	2	
*Mus. 222 P. S. Music.....	3	
Mus. 232 Piano } or Mus. 242 Voice }	1.5	
Mus. 252 S. S. & Dict.....	2	
Glee Club	1	
or Choir .....	.5	

THIRD YEAR		Credit
*Ed. 340 Teaching.....	6	
*Ed. 310 Tests & Meas.....	3	
Ed. 319 Adol. Psychol.....	3	
*H. Ed. 300 Hygiene.....	3	
P. Ed. 302 Gym.....	1	
Mus. 302 Hist. & Appr.....	3	
Mus. 312 S. S. & Dict.....	3	
Mus. 322 Piano } or Mus. 332 Voice }	1.5	
Glee Club	1	
or Choir .....	.5	

SPRING QUARTER		Credit
Ed. 233 Princ. Sec. Ed.....	3	
Eng. 263 Am. Survey.....	3	
P. Ed. 203 Gym.....	1	
SSc. 263 Hist. of Civil.....	3	
*Mus. 210 Music Apprec.....	1	
*Mus. 222 P. S. Music.....	3	
Mus. 233 Piano } or Mus. 243 Voice }	1.5	
Mus. 253 S. S. & Dict.....	2	
Glee Club	1	
or Choir .....	.5	

*Ed. 340 Teaching.....	6	
*Ed. 310 Tests & Meas.....	3	
*H. Ed. 300 Hygiene.....	3	
P. Ed. 303 Gym.....	1	
Mus. 303 Hist. & Appr.....	3	
Mus. 313 S. S. & Dict.....	3	
Mus. 323 Piano } or Mus. 333 Voice }	1.5	
Glee Club	1	
or Choir .....	.5	

FOURTH YEAR

*Ed. 440 Teaching-----	6
P. Ed. 401 Gym-----	1
Mus. 421 Theory-----	3
Mus. 401 Piano }-----	1.5
or	
Mus. 411 Voice }-----	1
Glee Club -----	
or	
Choir -----	.5

(24)

*Ed. 440 Teaching-----	6
P. Ed. 402 Gym-----	1
Mus. 422 Harmony-----	3
Mus. 402 Piano }-----	1.5
or	
Mus. 412 Voice }-----	1
Glee Club -----	
or	
Choir -----	.5

*Ed. 440 Teaching-----	6
P. Ed. 403 Gym-----	1
Mus. 423 Harmony-----	3
Mus. 403 Piano }-----	1.5
or	
Mus. 413 Voice }-----	1
Glee Club -----	
or	
Choir -----	.5

Add other required courses in Education, minor subject or electives as schedule permits.

*These courses are taken during one quarter only.

CURRICULUM VIII

FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS OF HOME ECONOMICS IN THE UPPER ELEMENTARY GRADES AND HIGH SCHOOL AND SPECIALISTS IN THE SCIENCES AND ARTS OF HOME ECONOMICS. STUDENTS MAJORING IN THIS CURRICULUM ARE GRANTED THE BACHELOR OF SCIENCE DEGREE AND ARE ELIGIBLE FOR THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE GRANTED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
92 Art 101 General Art.....	2	Art 210 Appreciation.....	1	H. Ed. 100 Hygiene.....	3
Eng. Fundamentals	3	Music 210 Appreciation.....	1	Eng. Fundamentals	3
H. Ec. 101 Foods.....	3	Eng. Fundamentals	3	H. Ec. 103 Foods.....	3
H. Ec. 111 Clothing.....	3	H. Ec. 102 Foods.....	3	H. Ec. 113 Clothing.....	3
P. Ed. 101 Gym.....	1	H. Ec. 112 Clothing.....	3	P. Ed. 103 Gym.....	1
Sc. 121 Biology.....	4	P. Ed. 102 Gym.....	1	Sc. 123 Physiology.....	4
		Sc. 122 Biology	4		

SECOND YEAR

Ed. 118 Ed. Psychology.....	3	Ed. 119 Ed. Psychology.....	3	H. Ec. 235 Methods.....	3
Eng. 261 Eng. Survey.....	3	Eng. 262 Eng. Survey.....	3	Eng. 263 Am. Survey.....	3
H. Ec. 201 Foods.....	3	H. Ec. 202 Foods.....	3	H. Ec. 223 Home Man.....	3
P. Ed. 201 Gym.....	1	P. Ed. 202 Gym.....	1	P. Ed. 203 Gym.....	1
Sc. 211 Chemistry.....	4	Sc. 212 Chemistry.....	4	Sc. 213 Chemistry.....	4
SSc. 151 American Hist.....	3	SSc. 152 American Hist.....	3	SSc. 113 Citizenship.....	3

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
H. Ec. 346 Applied Design.....	3	H. Ec. 347 Home Decor.....	3	H. Ec. 316 Cos. Design.....	2
H. Ec. 311 Clothing.....	3	H. Ec. 312 Clothing.....	3	H. Ec. 303 Menu Making.....	3
Sc. 301 Chemistry.....	4	Sc. 302 Chemistry.....	4		

(77) Add as schedule permits: Ed. 340 Teaching; Ed. 310 Tests and Measurements; Ed. 318 Child Psychology or Ed. 319 Psy. of Adolescence; H. Ec. 300 Practice House or H. Ec. 310 Tea Room; other required subjects for minor; electives.

FOURTH YEAR

H. Ec. 441 Nursing.....	3	H. Ec. 442 Nursing.....	3	Sc. 453 Household Engineering....	4
H. Ec. 411 Adv. Clothing.....	3	SSc. 412 Sociology.....	3		
SSc. 411 Sociology.....	3				

Add as schedule permits: Ed. 410 Teaching; other required subjects in Education and Social Science; H. Ec. 400 or 410 Practice House or Tea Room; minor subjects; electives.

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

ART

The purposes of the Art courses in the college are: To prepare teachers in the elementary grades to meet the Art problems of their daily work; to set up ideals and standards of excellence and develop judgment and good taste through the making of decisions and choices; to develop basic skills and attitudes; and to provide a cultural background for any student who wishes a well-rounded education and an introduction to the enjoyment of beauty in everyday surroundings and the Fine Arts.

Under the present plan of organization, Art may be selected as a minor by any student working for the B. S. degree.

Requirements for a minor: At least 18 quarter hours in Art.

Art 101. GENERAL ART.

A beginner's course in which a study is made of the fundamental principles of drawing, design, and color and their application to simple problems in spacing and arrangement. Topics: Lettering; color study; adaptation of familiar and imaginative forms to given spaces and problems using line, light and dark color; elementary freehand perspective; elements of art appreciation through an understanding of the principles of rhythm, balance, proportion, dominance and subordination, and appropriateness of design to purpose. Two double periods a week for the first quarter. Two credits. Fee, \$1.00.

Art 115. ART EDUCATION IN THE ELEMENTARY GRADES.

This course is designed to introduce the student to the field of modern art education as applied to grades one through six; its values; aims and scope; standards of attainment; tests; methods of teaching; handling of supplies and use of reference material. Opportunity will be given to acquire a reasonable amount of skill in drawing simple forms such as animals, birds, trees, human figures and other objects; cutting and drawing letters; making suitable decorations for schoolroom and school work; coloring; picture study; booklet making; constructing projects; acquiring familiarity with different mediums such as cardboard, clay, crayons, water colors, easel paints, cut paper, blackboard chalk. Groups of students may work out problems according to their special interest or classification as primary, grammar grade, and the like.

Two double periods a week for the second quarter. Two credits. Fee, \$1.00.

Art 210. ART APPRECIATION.

A brief general course designed to enable students to recognize and enjoy "art quality," or beauty of line; form and color in objects of everyday use such as the exterior and interior of houses; furniture selection and arrangement; picture hanging; costuming; landscape designing; advertising; store arrangement and city planning; and to discuss briefly some practical questions in the field of art such as the value and importance of etchings and woodblocks; how a bronze statue is made; mural paintings; some beautiful and famous buildings of the world; how to appreciate line in paintings, etc. There is no drawing in this course but an effort is made to develop good taste in selection through making choices in regard to actual objects and pictures and through the making of a personal notebook of clippings and illustrations of the principles studied. Two single periods a week. Offered each quarter. One credit. Fee, \$0.75.

Art 211. DRAWING AND DESIGN.

A course in drawing and design including some work in the following topics: Color theory and experiments; decorative composition in charcoal and tempera paint in different value arrangements; figure sketching and use in design; lettering and poster-making; linoleum block printing. Prerequisite: Art 101 or equivalent. Two double periods a week. Offered first and second quarters. Two credits. Fee, \$1.50.

Art 222. ADVANCED DRAWING AND DESIGN.

Topics: Pictorial and decorative pen and ink rendering; pencil sketching; creative design problems; outdoor sketching; study of light and shade through the use of charcoal and still-life groups. Prerequisite: Art 211 or equivalent. Two double periods a week for the third quarter. Two credits. Fee, \$1.50.

Art 301. APPLIED DESIGN.

The application of appropriate designs to textiles, wooden boxes, etc., by means of block printing, stenciling, batik, tie and dye, enamels, gesso. In addition to required problems there is a list of suggested problems from which selection may be made. Prerequisite: Art 101 or equivalent. Three double periods a week for the first quarter. Three credits. Fee, \$3.00.

Art 312. HOME DECORATION.

A general consideration of the principles of design and color as applied to the selection and arrangement of home furnishings with a brief study of historic styles and their appropriate adaptation for modern use. Three single periods a week for the third quarter. Three credits. Fee, \$1.50.

Art 323. COSTUME DESIGN.

A study of the principles of design and color in relation to the selection of garments and their accessories. Two single periods a week for the second quarter. Two credits. Fee, \$1.50.

Art 415. ART EDUCATION FOR JUNIOR HIGH SCHOOLS.

A course planned to give the theory and practice of teaching art in the junior high school, including aims, place, relation to other subjects. Work is included in drawing, design and crafts, stage settings, poster and commercial art, art for school publications, sketching and making of courses of study in art. Prerequisite: Art 211 and Art 222. Suggested prerequisite: Art 301. Four double periods a week for the third quarter. Four credits. Fee, \$3.00.

Art 423. ADVANCED ART APPRECIATION.

An appreciative study of European and American painting; of Classical, Early Christian and Byzantine, Romanesque, Gothic, Renaissance, and Modern Architecture and Sculpture. Four single periods a week for the second quarter. Four credits. Fee, \$1.50.

COMMERCE

The Department of Commerce is designed to meet the needs of three classes of students: (1) Those who are desirous of becoming teachers of commercial subjects; (2) those who wish to obtain training which will enable them to secure and hold desirable commercial positions; and (3) those who wish to secure a full college business education without the necessity of taking the courses in education included in the curriculum for commercial teachers.

The four-year curriculum is intended for the student who wishes to prepare for the position of teacher or supervisor of commercial subjects. Students not desiring to teach may elect other subjects in lieu of practice teaching and professional subjects in the curriculum, (see Curriculum V, page 69). Completion of this course entitles the student to the B. S. degree.

Some of the advantages offered by the Commercial curriculum are:

- (1) Preparation to teach in the least crowded and best paying field.
- (2) Or, preparation for a choice position in industry and commerce.
- (3) And broad cultural training.

Completion of the first two years of the commercial curriculum enables the student to secure a special certificate from

the Virginia State Department of Education, entitling the holder to teach commercial subjects in high school.

ONE-YEAR SECRETARIAL COURSE

For students who cannot spend as much as two years in college a short business course, which may be completed in approximately one year is provided. The purpose of this course is to train secretaries, stenographers, and other expert office workers. Here the emphasis is placed on skills very largely, such as typewriting, shorthand, bookkeeping, and accounting. This program consists of courses selected from the first and second years of Curriculum V (see page 69). This arrangement permits those who are able to remain in college for only a short time, to qualify for commercial positions within a minimum of time and at the least possible expense. Credits earned by such students may later be used in completing requirements for the B. S. degree in commercial education.

METHODS

The subject matter and methods employed in the teaching of commercial courses are modern in every respect, and are in keeping with the best practices in the field of commercial education. In general, the methods embrace lectures, discussions, laboratory work, field trips, and investigations.

ADVANCED STANDING

Work done in institutions of recognized standing on courses equivalent to those offered in this curriculum will be accepted for credit. Equivalent courses completed in other institutions may be offered to satisfy the requirements for prerequisites. Students who are thus released from technical subjects must earn a similar amount of credit in other subjects.

NON-CREDIT COURSES AND ACTIVITIES

Non-credit courses in penmanship are provided. A satisfactory degree of proficiency in penmanship is required for graduation.

Participation in the activities of the Kollege Kommercial Klub, while not compulsory, is very desirable.

PLACEMENT

The college offers its services free in placing students and graduates in the most desirable positions.

Commercial Education 101. INTRODUCTION TO BUSINESS.

The object of this course, as the title implies, is to provide an introduction to business. An attempt is made to lead the student into an appreciation of the organization of economic society. The functions of the economic groups which arise under the modern division of labor are studied. Following this the organization and operation of the various phases of business, including production, financing, and marketing, are considered. Three periods a week for the third quarter. Three credits.

Commercial Education 103. ENGLISH OF COMMERCE.

This course includes a study of the theory and practice of letter writing. The English of commerce is studied intensively. The style and desired content of commercial correspondence, including sales letters, letters of inquiry, response, application, adjustment, complaint, information, orders, follow-up systems, and collection, comprise the major portion of the work covered. Three periods a week for the third quarter. Three credits.

Commercial Education 111. SHORTHAND.

The Direct Method, as developed at Columbia and Chicago Universities, is used. The student automatizes the writing and reading of about eight hundred of the thousand most commonly used words. Dictation of letter and paragraph material at a speed of eighty words a minute is a feature of this course. A reading speed from shorthand notes of one hundred and twenty-five words a minute is developed from the start of the course. Five hours a week for the first quarter. Three credits.

Commercial Education 112. SHORTHAND.

Phrasing is developed and words from the second and third thousand most commonly used words as listed by Horn and Ayres are taught to develop the principles of Gregg Shorthand. Dictation speed is increased to one hundred words a minute, and transcription of practiced material on the typewriter is introduced. Five periods a week for the second quarter. Three credits.

Commercial Education 113. SHORTHAND.

This course is a review of principles and practices learned in the two preceding quarters, through the automatization of the remainder of the second and third thousand commonest words. Transcription speed of at least twenty words a minute on new matter is expected, and speed of dictation remains at one hundred words on new matter. Five periods a week for the third quarter. Three credits.

Commercial Education 121. TYPEWRITING.

The first quarter of the typewriting course is devoted to development of the proper technique and a thorough mastery of the key-

board. Students are taught the various parts of the typewriter and the care of the machine. During the first quarter accuracy is emphasized. Five periods a week for the first quarter. Two credits. A fee of \$1.00 is charged for depreciation.

Commercial Education 122. TYPEWRITING.

The second quarter emphasizes speed. Tests and remedial drills form a part of the routine of the course. Such subjects as the form and content of a business letter, addressing envelopes, centering, tabulation, and elementary filing of carbon copies are developed in this course. Five periods a week for the second quarter. Two credits. A fee of \$1.00 is charged for depreciation.

Commercial Education 123. TYPEWRITING.

During the third quarter, special stress is placed upon perfecting technique for speed and accuracy in typewriting. The student learns how to tabulate data, and becomes familiar with business and legal forms which may be required in an office. A speed of thirty-five words a minute will be considered a prerequisite for satisfactory completion of the course. Five periods a week for the third quarter. Two credits. A fee of \$1.00 is charged for depreciation.

Commercial Education 201. ACCOUNTING.

This course attempts to lay a foundation for the courses in accounting which follow by considering the function of accounting with relation to business transactions. The following topics are treated fully: Accounting as a science, ledger entries, purchases, sales, statements, the journal, trial balance, opening and closing books. Three periods a week for the first quarter. Three credits.

Commercial Education 202. ACCOUNTING.

This course consists of Accounting for a partnership. Among the subjects covered are the following: Partnerships, profits, subdividing the ledger, controlling accounts, sales, notes receivable, notes payable, temporary capital, closing the books. Three periods a week for the second quarter. Three credits.

Commercial Education 203. ACCOUNTING.

This course is directed to corporation accounting. Some of the subjects treated are: The corporation, classification of accounts, averaging accounts, assets, voucher records, expenses, incomes, profit and loss, statements, etc. Three periods a week for the third quarter. Three credits.

Commercial Education 211. SHORTHAND.

The aim of this course is to give training which will enable the student to take dictation from unfamiliar matter at a rate of eighty words a minute, and transcribe it accurately, with proper attention to arrangement, spelling, punctuation, etc. Review of principles and drill on word signs constitute another important phase of the work. Special attention is devoted to phrasing and to building up a shorthand vocabulary. The major part of the time is spent on the dictation of new material which is varied in form and subject matter. Daily transcripts are required. Five periods a week for the first quarter. Three credits.

Commercial Education 212. SHORTHAND.

In this course the objectives of the first quarter are continued with emphasis upon the development of a speed of one hundred words a minute in taking dictation. Laws of learning and methods of teaching are studied in relation to shorthand. Students are given practice in making lesson plans in shorthand and are afforded an opportunity to do some actual teaching in the subject. Five periods a week for the second quarter. Three credits.

Commercial Education 213. SHORTHAND.

The work of the first two quarters is continued. Special attention is given to the development of a speed of one hundred and twenty words a minute in dictation and transcribing at the rate of thirty-five or more words a minute. The work in methods of teaching shorthand is continued in this quarter. Five periods a week for the third quarter. Three credits.

Commercial Education 221. TYPEWRITING.

Most of the time is devoted to the development of the speed of the student and the improvement of the general technique of typing. The student is trained to do quickly and well the more difficult forms of typing, such as advanced tabulating, legal work, business forms, etc. An essential part of the work consists of the daily transcription of shorthand notes. Students are given practice in the use of duplicating machines. Standard speed tests are given weekly. Five periods a week for the first quarter. Two credits. A fee of \$1.00 a quarter is charged to take care of materials and depreciation of equipment.

Commercial Education 222. TYPEWRITING.

This course is a continuation of the principles and aims of the first quarter's work. Instruction in the methods of teaching type-writing, including the making of lesson plans, is an important part of the course. Five periods a week for the second quarter. Two credits. A fee of \$1.00 a quarter is charged to take care of materials and depreciation of equipment.

Commercial Education 223. OFFICE PRACTICE AND MANAGEMENT.

The principles of organization as manifested in office problems form the basis of this course. Such questions as layout, equipment, administration, standardization of requirements, and control of different departments are given a place. The office as the administrative function of business is emphasized. Through the study of the primary routine or "flow of work" of typical businesses, the student attains practical experience in the various departmental activities carried on. The primary purpose of the course is to introduce the student to the work of an office as a whole as related to other functions of the firm and as governing all the actual business details. It prepares the student for the actual office work required, as outlined in the foreword to this section. Three periods a week for the third quarter. Three credits.

Commercial Education 246. COMMERCIAL MATHEMATICS I.

Part of the course consists of a review of the fundamentals of arithmetic. The latter part is devoted to the solution of problems which are likely to occur in actual business transactions. Speed and accuracy are stressed throughout the course. Three periods a week for the first quarter. Three credits.

Commercial Education 247. COMMERCIAL MATHEMATICS II.

This course is intended to give the student skill in dealing with more difficult problems than are contemplated in Commercial Mathematics I. Problems involving compound interest, insurance, stocks, and bonds, inventories, annuities, averaging accounts, etc., are considered. Three periods a week for the second quarter. Three credits.

Commercial Education 256. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.

In this course a study is made of the geographic factors which influence the production, distribution, and utilization of the most important products of the United States. Natural resources, climate, and the influence of natural trade routes are considered. The course is intensive, and use is made of a text, atlases, and reference works. Specific problems are offered to encourage initiative in understanding the effects of geographical conditions on economic activities and movements. Three periods a week for the third quarter. Three credits.

Commercial Education 258. SALESMANSHIP.

The introductory portion of this course consists of a consideration of human wants, followed by an observation of the function of buying and selling in the satisfaction of those wants. The emphasis of the course is on applied psychology in selling situations. Two recitations a week, and one-half day each week in observation and actual selling in approved stores in the city. Three periods a week for the third quarter. Three credits.

Commercial Education 301. ADVANCED ACCOUNTING.

The first part of this course is a continuation of Commercial Education 203 in that consideration is given to the securities of the corporation. Problem work in partnership and corporation accounting constitutes the major portion of the course. Three periods a week for the first quarter. Three credits.

Commercial Education 302. ADVANCED ACCOUNTING.

Auditing and advanced problems involving the realization and liquidation of accounts, statement of affairs, depreciation, etc., comprise the course. Three periods a week for the second quarter. Three credits.

Commercial Education 303. ADVANCED ACCOUNTING.

Problems and advanced work embracing reserves, mergers, assets, etc., comprise the course. Three periods a week for the third quarter. Three credits.

Commercial Education 326. PRINCIPLES OF RETAILING.

In this course an attempt is made to study the subject of retailing from the scientific angle. The following are among the topics considered: Scope of the subject; location; layout; equipment; organization; demand; invoices; stock control; sales promotion; service; collections; personnel; administration; legal aspects of merchandising, etc. Three periods a week for the first quarter. Three credits.

Commercial Education 331. BUSINESS EXPERIENCE.

The completion of eight weeks' successful business experience is required. The work done must be full-time and performed under approved conditions. It may be done during the summer, although there are no restrictions as to the time of the year. The head of the department must be consulted before entering upon employment for credit. Eight weeks' full-time work in actual business after completion of sophomore year. Three credits.

Commercial Education 401. BUSINESS ORGANIZATION.

This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals. Three periods a week for the first quarter. Three credits.

Commercial Education 402. MONEY AND BANKING.

The approach to the subject is made through a study of money as a medium of exchange, after which consideration is given to banking and its processes. The emphasis of the course is on the functioning of present-day commercial banking. Some of the topics treated are: Banking functions, nature of commercial banking, collections, reserves, the Federal Reserve System, note issues, loans and discounts, deposits, agricultural credit, and the bank statement. Three periods a week for the third quarter. Three credits.

Commercial Education 403. COMMERCIAL LAW.

This is largely an inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credit, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate. Three periods a week for the second quarter. Three credits.

Commercial Education 404. METHODS IN ACCOUNTING.

Prerequisite: Two years of accounting. A brief examination of the journal and account methods of approach is made. The principles of the balance sheet method are mastered and applied to the text adopted by the State. Two periods a week for the first quarter. Two credits.

Commercial Education 413. SECRETARIAL PROCEDURE.

This course aims to give the equivalent of actual experience in the business office, and to familiarize the student with the details of office work. All the general principles relating to secretarial procedure as an outgrowth of the course in office management are included. Special attention is given to such matters as personnel in the office, individual responsibility, general attitude, confidential affairs, and the relation of secretarial work to other phases of office work. Qualifications and necessary training of the secretary receive proper emphasis. The main purpose of the course is to stress details of secretarial work and the necessary equipment of secretarial employees. Two periods a week for the third quarter. Two credits.

Commercial Education 415. METHODS IN SHORTHAND AND TYPEWRITING.

The philosophy of shorthand is briefly surveyed, as are the available materials for drill, or remedial instruction, under the various methods of approach. The student constructs original material for pretesting, teaching of principles and testing. Standards are established for teaching procedure and results. Typewriting comprises a study of the aims of the course, the adaptation of those aims to the peculiar needs of the community, a survey of available texts, supplementary materials, procedures, equipment and standards of performance and knowledge. Two periods a week for the second quarter. Two credits.

Commercial Education 416. JUNIOR BUSINESS.

Materials and methods: The aim of this course is to acquaint the student with the textbooks and materials available for the teaching of the introductory course of business in the high school. Methods of study and presentation of subject matter compose an important part of the course. Three periods a week for the second quarter. Three credits.

Commercial Education 422. SECONDARY SCHOOL COMMERCIAL EDUCATION.

Some of the topics covered in this course are: Analysis of the secondary school commercial subjects with a view to establishing principles and an idea of content in the several subjects; standards of instruction and accomplishment; relation of the commercial course to the local community; and the place of commercial education in modern state-school systems. Three periods a week for the first quarter. Three credits.

EDUCATION AND PSYCHOLOGY

The aim of the Department of Education is to prepare students for the work of organizing and teaching in elementary and high school and for careers in other fields of education.

In addition to broad and accurate scholarship, teachers should be trained in the underlying principles of individual and social life and development and should comprehend the

meaning and aim of education. Furthermore, they should be acquainted with the best practices of the teaching profession and the theories and principles upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability to make practical application in teaching. An opportunity for obtaining this last requirement is found in actual teaching in the training schools under the direction of the college.

Requirements for a Minor in Elementary Education:

Education 118 and 119, Educational Psychology.....	6 hours
Education 165, Language, Reading, Spelling, Pen- manship	5 hours
Education 200, Educational Sociology	5 hours
Education 210, Tests and Measurements.....	3 hours
Education 240, Supervised Teaching	10 hours
Education 250, Principles of Teaching—Elementary Grades	5 hours

Requirements for a Major in Elementary Education:

All courses required for a minor.....	34 hours
Education 318, Child Psychology or 319, Psychology of Adolescence	3 hours
Education 411, History of Education	3 hours
Education 412, Administration and Supervision of Schools	3 hours
Education 440, Supervised Teaching	6 hours

*Requirements in Education in Other Four-Year Courses
for Teachers:*

Education 218 and 219, Educational Psychology.....	6 hours
Education 233, Principles of Secondary Education....	3 hours
Education 310, Tests and Measurements.....	3 hours
Education 340 and 440, Supervised Teaching.....	12 hours

Two of the following courses:

Education 319, Psychology of Adolescence.....	} 6 hours
Education 411, History of Education.....	
Education 412, Administration and Supervision of	
Schools.....	

Education 118. EDUCATIONAL PSYCHOLOGY.

The following topics are studied in this course: the physiology of the nervous system; heredity and environment; intelligence (definitions, native, growth, distribution, and testing); behaviorism; instincts; emotional behavior; association and memory; imagination; perception and apperception. Relations to classroom situations and educational objectives are emphasized. Three periods a week for the first quarter. Three credits.

Education 119. EDUCATIONAL PSYCHOLOGY.

This course is a continuation of the preceding term's work—Education 118—with especial emphasis on child psychology, laws of learning and the thinking process, fatigue, transfer of training, interest and effort, individual differences, the abnormal individual, and personality. Procedures in directing individual pupils in the classroom and on the playground are discussed and evaluated. Three periods a week for the second quarter. Three credits.

Education 165. LANGUAGE, READING, SPELLING, PENMANSHIP—ELEMENTARY GRADES.

There are five objectives to be attained in this course:

1. To determine skills, habits, and attitudes to be developed in oral and silent reading, oral and written English, spelling, and penmanship, and to relate these subjects to the rest of the curriculum.
 2. To become acquainted with the best methods and technique of present day practice for the development of proper skills, attitudes, etc. Lesson planning is emphasized in this connection.
 3. To become acquainted with appropriate materials—basal and supplementary readers, illustrative and seat work materials, room equipment.
 4. To make actual application.
 5. To secure facts about diagnosis and remedial measures. Special attention is given to the handling of individual difficulties.
- Directed observation in the training school constitutes a definite part of the course. Five periods a week for the third quarter. Five credits.

Education 200. EDUCATIONAL SOCIOLOGY.

This course deals with the study of sociology from the standpoint of education as well as a study of education in its sociological aspects. It aims to prepare the student for active participation and leadership in the community, through special study of the community, urban and rural, and an understanding of the relation which exists between the size and kind of the community and the consequent social problems. Modern social problems such as the breakdown

of the home, increasing crime, immigration and Americanization, and the resulting educational problems are subjects for detailed study by individual students. Attention is also given to the evolution and classifications of the primary, intermediate, and secondary groups. Current theories as to the betterment of education and society are considered. Five periods a week for the first quarter. Repeated for the second and third quarters. Five credits.

Education 210. TESTS AND MEASUREMENTS.

This course deals with the scientific aspects of teaching. A study of procedure in measuring, classifying, and grading students in the elementary school is made. Much practice is given in scoring tests, determining the measures of central tendency, of variability, and in finding correlations. The results of actual testing programs are presented graphically. The construction of non-standardized objective tests suitable for the grades, is also studied. The course is designed for the elementary classroom teacher, as well as the supervisor or administrative official. Five periods a week. Offered each quarter. Three credits.

Education 218-219. EDUCATIONAL PSYCHOLOGY.

Same as Education 118 and 119 except that the course is intended for students preparing for teaching in high school. Relations to the high school situations are therefore stressed. First and second quarters. Three periods a week. Three credits each quarter.

Education 233. PRINCIPLES OF SECONDARY EDUCATION.

This course aims to give an intensive study of current practices and tendencies in the field of secondary education. Some topics that receive consideration are: History of the high school movement; types of organization of secondary education with especial emphasis on the junior high school; relation of high school to elementary school and college; the high school pupil; the high school teacher. A rather extensive study of the high school curriculum is undertaken, with the idea in mind of inter-relating the subject-matter so as better to realize the objectives of secondary education as they are incorporated in the generally accepted "Seven Cardinal Principles." Three periods a week for the third quarter. Three credits.

Education 240. SUPERVISED TEACHING.

This course is required of every candidate for a diploma in Curricula I and II. Its purpose is to give to the student-teacher the ability to put into practice methods and principles; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Educational tests are given during the teaching term, thus assuring acquaintance of students with tests, and giving them a scientific basis for grading their students. Ten credits for the first, second, or third quarter.

Education 250. PRINCIPLES OF TEACHING—ELEMENTARY GRADES.

This course, taken while students are doing their teaching, deals with the following problems and their application to the concrete

situations in which the student teachers are working in the training school: Individual differences of pupils; the learning process; supervised study lessons; school management factors, such as seating, lighting, temperature, routine, and discipline; personal traits of the teacher; essential features of a normal class activity; the best methods and technique of present day practice in the various activities; lesson planning relative to the big units and small units of work. Stress is placed on utilizing the spontaneous interests and activities of the child and in making his environment meaningful. Conferences, testing for results, and records and reports constitute a part of the course. Daily for the first quarter. Repeated for the second and third quarters. Five credits.

Education 310. TESTS AND MEASUREMENTS IN THE HIGH SCHOOL.

Same in general content as course 210, except that this course is planned to meet the needs of the high school teacher. A study of standard tests, prognostic, diagnostic and survey, adapted to the high school subjects will be made. Procedure in construction of objective tests will be carefully studied. Five periods a week for the second quarter. Repeated third quarter. Three credits.

Education 318. CHILD PSYCHOLOGY.

The purpose of this course is to present the principles of psychology so that they can be used by teachers who are dealing with young children. The behavior of the child in the primary grades, and his ability to take the education which is offered at that time are based largely on the experiences which he has received, and on the attitudes and capacities which he has developed because of these experiences. Much attention is paid to the principles of habit formation and to the study of individual differences. The problems of mental and physical hygiene, problems in moral training, problems in discipline, and the development of personality of the young child are carefully considered. Prerequisites: Education 118 and 119 or 218 and 219. Three periods a week for the first quarter. Three credits.

Education 319. PSYCHOLOGY OF ADOLESCENCE.

This course is designed to meet the needs of those who will teach boys and girls of the pre-adolescent and adolescent ages. Some of the topics treated are: the physiological, instructive and emotional development of children through these ages; the effect of glands on personality, skills, capacities and attitudes; conflicts and social adjustments; mental and emotional hygiene; problems in directing Boy Scouts, Girl Scouts, Camp Fire Girls, Junior Red Cross, religious and other organizations are discussed. Prerequisite: Education 218 and 219. Three periods per week for the second quarter. Three credits.

Education 340. SUPERVISED TEACHING.

Students in Curricula III, IV, V, VI, VII and VIII, who have not previously done student teaching, teach in the third year courses in which they are majoring or minoring. This work is done under conditions similar to those under which graduates will likely teach after completing their course. Weekly conferences constitute part of the teaching credit. Offered each quarter. Six credits.

Education 411. HISTORY OF EDUCATION IN THE UNITED STATES.

This course is designed to give the student briefly some appreciation of the movements that have led to the development of free public education in the United States. The European movements are drawn upon only in so far as they are necessary for the understanding of their results in America. The growth of schools is followed from the earliest ones founded in Virginia, New York, and Massachusetts, to the present with the successive changes in form, content, methods, aims and function. Secularization, systematization, industrialization, and professionalization of the various types of schools will be followed that some appreciation of our present institution may result. Three periods a week for the first quarter. Repeated the third quarter. Three credits.

Education 412. SUPERVISION AND ADMINISTRATION OF SCHOOLS.

Some problems considered are: Objectives of education, of the schools, and of the recitation and in these objectives the function of the teacher, the supervisor, the principal and the superintendent; the technique of supervision; traits, qualifications, and training of the supervisor, principal and superintendent; federal, state and local control of education; units of school control and controlling bodies; selection, tenure and training of teachers; finance; statistics and research. The course should enable the classroom teachers to understand the problems of their superiors in position and seek to prepare them to hold supervisory or administrative positions. Three periods a week for the first quarter. Three credits.

Education 415. EDUCATIONAL AND VOCATIONAL GUIDANCE.

This course undertakes to acquaint students who will teach in the junior and senior high school with the materials, methods, and procedures used to awaken, discover and adapt pupils to the types of work best suited to their powers. Such topics as: Occupational information and analysis, self-analysis, training and testing programs, broadening and finding courses, opportunities, school and placement will form the basis for the course. Three periods a week for the second quarter. Offered in alternate years. Three credits.

Education 416. EXTRA-CURRICULAR ACTIVITIES.

A study of the principles and philosophy underlying an extra-curricular program; its administration; adolescence; social, moral and citizenship values; different forms of such activities, as home room, assembly, subject matter clubs, publications, musical, social, athletic, etc. Fraternities, sororities, honor societies, Boy Scouts, Camp Fire girls and similar organizations are also discussed. Offered in alternate years. Three periods a week for the second quarter. Three credits.

Education 440. SUPERVISED TEACHING.

In the senior year students do six additional hours teaching in the subjects in which they are majoring or minoring. This work is done under conditions similar to those under which graduates will likely teach after completing the course. Weekly conferences constitute part of the teaching credit. Offered each quarter. Six credits.

ENGLISH

The teaching of English is a four-fold process; namely, to enable students to speak, write, read, and teach the English language correctly and effectively. There is no subject in the curriculum which is more fundamental than English, since every department of instruction is affected by it and finds its work strengthened or weakened as the work in English is strong or weak because English is the medium through which every department of the college must do its work.

Through courses in oral English, students are enabled to develop mastery of the English language for use in life situations; to make habitual the use of clear and flexible sentence structure; to acquire a serviceable vocabulary; to master the elements of interest; and to organize material for the purpose of effectively reaching an audience.

The courses in written English are designed to help students gain a mastery over the essentials of effective written discourse sufficient to enable them to master sentence structure, grammatical forms, paragraphing, punctuation, and the logical and systematic organization of written matter, so that situations in life which require the use of written English may be met effectively. Attention is given to the building of a serviceable vocabulary in all the courses carrying written work as well as in the courses in literature and oral English.

The courses in literature are designed to enable students to read with enjoyment and appreciation the writings of both past and contemporary authors; and to comprehend the meaning, and to catch the inspiration of the masterpieces of all ages. In all courses in literature special attention is given to interpretation and to the social, moral, religious, political, educational, and literary movements depicted in the literature studied.

In the English department attention is given to the correct presentation of subject matter. Various methods of imparting instruction are used in daily practice for the purpose of giving students an insight into the different recognized ways of teaching the subject.

Courses required in Curricula I and II:

English 115 and 116, Fundamentals, written.....	6 hours
English 117, Fundamentals, oral	3 hours
English 110, Children's Literature	3 hours
English 210, Children's Literature	3 hours
English 220, Oral Reading	3 hours

Courses required in all 4-year curricula:

English 115, 116, 117, Fundamentals, written and oral	9 hours
English 261 and 262, Survey of English Literature....	6 hours
English 263, Survey of American Literature.....	3 hours

*Courses required for a minor in English:

English 115, 116, 117, 261, 262, 263.....	18 hours
English 245, Short Story	3 hours
English 318, Romantic Poetry	3 hours
English 352, Shakespeare's Tragedies	3 hours
English 407, The Novel	3 hours
English 417, Advanced Oral English.....	3 hours

Courses required for a major in English:

All courses required for a minor.....	33 hours
English 321, Technique of Literary Interpretation....	3 hours
English 354, History of the English Language.....	3 hours
English 405, World Literature	3 hours
English 408, The Novel	3 hours
English 418, Advanced Oral English.....	3 hours

English 110. CHILDREN'S LITERATURE.

A thorough study is made of various types of children's literature, through the specimens given in Curry and Clippinger's Children's Literature. Standards for judging the types are set up, and taste and judgment in selection and use are cultivated. A special effort is made to secure appreciation of poetry, and each student makes a collection which is submitted in the form of an illustrated book. Reading in the library is encouraged. Offered each quarter. Three periods a week. Three credits.

*Some substitutions will be permitted for those who have completed Curricula I or II.

English 115 and 116. FUNDAMENTALS (Written).

The course is a study of effective writing. The types of English composition are studied and explained, and practice is given in the writing of the various forms. A thorough review of the essentials of sentence structure, punctuation, and paragraphing is given, and these essentials fixed by usage. Much practice is given in theme writing. To make the course as practical as possible, there are many oral and written reports through which each student is helped to discover his or her weaknesses. On the basis of the student's actual errors, there is repeated exercise in discovering the reason for the weakness, in substituting correct forms, and in discussing the teaching problems involved. Three periods a week for two quarters. Three credits each quarter.

English 117. FUNDAMENTALS (Oral).

This course applies the principles of good sentence structure, organization, and presentation to the kind of situations that arise in life demanding the use of language. Students are taught the appropriate forms of introductions, the conduct of interviews, the making of short talks for various occasions, etc. They take part in discussions, increase their vocabulary, drill for distinctness, good poise and posture and self-possession in facing an audience, make standards for judging their work, and apply them in criticism of one another. Offered each quarter. Three periods a week. Three credits.

English 210. CHILDREN'S LITERATURE.

For teachers of primary and grammar grades. Building upon the foundation laid in the first quarter of Children's Literature (English 110), this course gives a wider and more thorough knowledge of books suitable for children in the elementary school to read. A careful study of a number of the outstanding classics of various types, and of books on children's reading for teachers is required, with wide reading from a large selection in the library. Illustrations for children's books, the history of children's literature, and the principles underlying its use in school are studied. Offered the first and second quarters. Three periods a week. Three credits.

English 220. ORAL READING.

This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any constriction and to remedy any speech defect. Three periods a week for the first quarter. Repeated for the second and third quarters. Three credits.

English 221. CONTEMPORARY LITERATURE.

This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England, and to a limited extent in Europe. This course is a survey of poetry and drama. Three periods a week for the first quarter. Repeated for the second quarter. Three credits.

English 245. THE SHORT STORY.

This course is designed to give the student a rich background for the enjoyment of one of the most widely-read types of contemporary literature. The first half gives a survey of the origin and develop-

ment of the short story, with major emphasis upon those American authors from Irving to O. Henry who have been influential in making the short story a distinct literary form. The second half provides for extensive reading and intensive study of the contemporary short story. An attempt is made to deepen the student's insight into the wide variety of human experiences and forms of expression which authors today are finding suitable for short fiction. The student is led to build for herself worthy standards of appreciation and judgment. Three periods a week. First quarter, repeated the third quarter. Three credits.

English 261. SURVEY OF ENGLISH LITERATURE.

Prerequisites: English 115-116-117. A thorough study is made of the history of English literature from its beginning to the Age of Johnson. Along with this, a study is made of selections of the representative writers from Beowulf to the Age of Johnson, noting the historical, social, educational, and religious movements of the various periods of literature studied. Themes, reports, notes, and library readings are required. Three periods a week for the first quarter. Three credits.

English 262. SURVEY OF ENGLISH LITERATURE.

Prerequisites: English 115-116-117, and 261. This course carries the survey on from the Age of Johnson to the present time. A careful study is made of the history of English literature extending over this period. Historical, social, educational, and religious tendencies reflected in the literature read, are noted and accounted for. Themes, reports, notes, and library readings are required. Three periods a week for the second quarter. Three credits.

English 263. SURVEY OF AMERICAN LITERATURE.

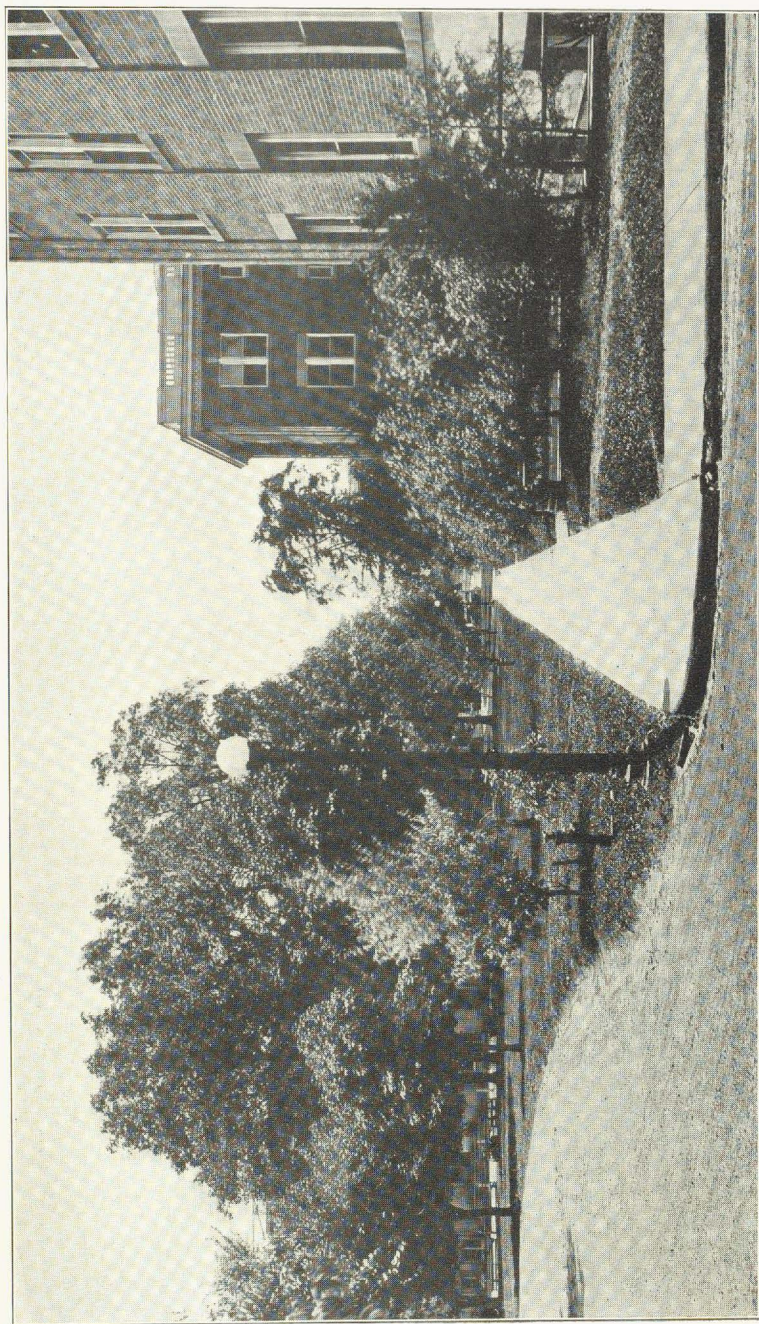
Prerequisites: English 115-116-117, 261 and 262. A careful study is made of the great periods and movements in the development of American literature. Representative selections of the writers of American literature are read. A study is also made of the technique of the poetry and of the subject matter of the literature studied as a revelation and an interpretation of American life and ideals. In the study of American literature careful distinction is made between the New England and the Southern groups of writers in order to reach a better understanding of the intellectual and social tendencies of the two sections. Three periods a week during the third quarter. Three credits.

English 270. PLAY PRODUCTION.

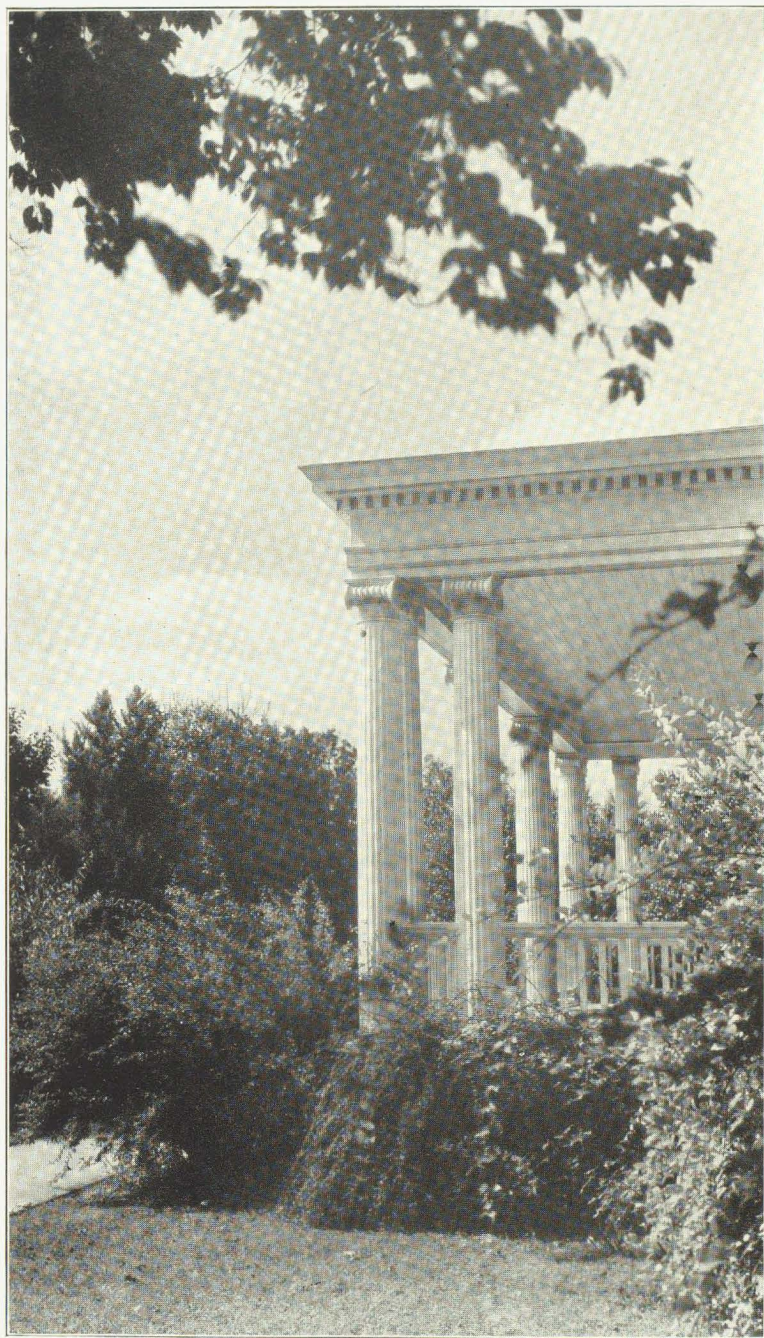
This course is designed primarily for those students majoring in English or history who are interested in directing a dramatic club in the high school as an extra-curricular activity. It deals with the organization and program for a dramatic club; selection of plays; costuming; setting; make-up; study of one-act plays. Each person is given some practical experience in acting and in directing rehearsals. Three periods a week. Offered each quarter. Three credits.

English 280. LIBRARY TRAINING.

This course aims to give systematic instruction in the use of the library as well as a knowledge of the organization of high school



VIEW FROM VIRGINIA HALL



SOUTH PORCH, WILLARD HALL

libraries. A study is made of the library and its arrangement; the book; the card catalog; the dictionary; encyclopedias; reference books; magazines and magazine indexes; buying and owning books; compiling bibliographies; note-taking and enough cataloging and classification to enable students to assume charge of school libraries. The study aims to develop a keener appreciation of the place of libraries in education. Much of this course is given to laboratory work. Three periods a week for the first quarter. Repeated for the second and third quarters. Three credits.

English 318. ENGLISH ROMANTIC POETRY.

Prerequisite: Nine hours of literature. In this course special attention is given to the poetry of Wordsworth, Shelley, Keats, Byron, Coleridge. In addition to the classroom assignments, term papers, notes, reports, and library assignments are required. Three periods per week for the first quarter. Three credits.

English 319. VICTORIAN POETRY.

This course provides intensive study of the major Victorian poets: Tennyson, Browning, Mrs. Browning, Arnold, Swinburne, Morris, and the Rosettis. Religious, social, and political changes disturbing the thought of nineteenth century England are studied from the standpoint of their influence upon the poetry of the period in general, and from the standpoint of the individual poet's interpretation of them. Prerequisite: Nine hours of literature. Three periods a week for the second quarter. Three credits.

English 321. READING.

This course is designed to meet the needs of those people who are preparing to teach English in high schools. It aims to give the student some knowledge of current opinion relative to voice and diction and some practical experience in reading aloud the material which they will use in teaching English. Three periods per week. First quarter. Three credits.

English 352. SHAKESPEARE'S COMEDIES.

This course aims to acquaint the student with eight or ten of the best comedies of Shakespeare; it also aims to give the student a comprehensive idea of the social background of Elizabethan England and of the history and development of the drama up to the time of Shakespeare. The comedies are read rapidly with the chief emphasis upon an understanding and appreciation of the story and the characters, but with some attention to structural details. Three periods a week for the third quarter. Three credits.

English 353. SHAKESPEARE'S TRAGEDIES.

Prerequisites: English 115-116-117, 261-262. This course offers an intensive study of six or more of Shakespeare's best tragedies. In the study attention is given to the source material and to the stage history of the plays. Reports, notes, themes, and library assignments are required. Three hours per week for the second quarter. Three credits.

English 354. THE HISTORY OF THE ENGLISH LANGUAGE
(Offered in alternate years. Not given in 1930-31).

This course lays a foundation for a scientific viewpoint in the teaching of the English language. It presents in brief summary

the results of scientific study of language, showing the development of forms and language usages. It shows language as a developing means of communication, made by the race, and constantly in the making. Such topics are discussed as the place of grammar in the teaching of English, the proper use of dictionaries, the inculcation of good usage, and scientific studies of social needs for language. Prerequisite: Eighteen hours of English. Three hours per week. Third quarter. Three credits.

English 355 or 356: BIBLICAL LITERATURE.

Prerequisites: English 115-116-117, 261-262. In this course the Bible comes into its rightful recognition as the masterpiece of literature affording its limitless studies in types of literature that measure up to the most exacting requirements of any criterion, whether it be those of the short story or poetry, essay or oratory, drama or lyric. In turn, contributions to literature by acknowledged authors who have drawn on the Bible for both data and inspiration, are studied by way of either comparison or contrast. This course makes an intensive study of some of the important books of the Old Testament one year and of the New Testament the next year, consequently students can take and get credit for two terms work in this course provided they do not cover the same material. Three hours per week during the third quarter. Three credits.

English 401. TWENTIETH CENTURY BIOGRAPHY AND ESSAY.

This course aims to arouse an interest in the important men and women of today and their biographers. It also aims to acquaint the student with the chief characteristics of biography, autobiography, the literary essay and the magazine article as popular forms of contemporary literature. Prerequisite: Nine hours of literature. Offered second quarter. Three periods a week. Three credits.

English 405. READINGS IN WORLD LITERATURE.

Prerequisites: English 115-116-117, 261-262. In this course a study is made of world masterpieces. Each student is required to read and make notes on six world masterpieces as his special problem. The assignments and class work deal with outstanding literary movements in the various countries and ages that produced these masterpieces. Reports, notes, and library assignments are required. Three hours per week during the second quarter. Three credits.

English 407. THE NOVEL.

This course takes the novel from its beginnings in the eighteenth century to Hardy, including the outstanding novelists in both England and America. A foundation for appreciation is laid in lectures and in discussions of the meaning of the novel, its function and its development. Readings in the library provide a background of history, biography, and criticism. Stress is laid upon the novel as a product of its social times, and upon its value as an interpretation of life. Prerequisite: Nine hours of literature. Three hours per week for the first quarter. Three credits.

English 408. THE NOVEL.

This course is a continuation of English 407. It takes up the novel with Hardy, and brings the study down to the present in both England and America. Three hours per week for the second quarter. Three credits.

English 415. ADVANCED COMPOSITION.

Prerequisites: English 115-116-117, 261-262-263. Principles and methods of effective writing are applied. This course seeks to develop concise and fluent diction, clarity and accuracy in expression and an individual and vigorous style. Three hours per week for the first quarter. Three credits.

English 417. ADVANCED ORAL ENGLISH.

In this and the following course, the student is led to see language as a means of communication, and to use it effectively in life situations. He studies parliamentary usage, conduct of business meetings and discussions, and the making of such talks as a teacher will be called upon to contribute to her community as a leader. Special attention is given to the building up of vocabulary, and to concreteness as an element of interest. Three hours per week for the second quarter. Three credits.

English 418. ADVANCED ORAL ENGLISH.

A continuation of English 417, with such topics as conversation, interviews, discussions, and longer talks. Three hours per week for the third quarter. Three credits.

FOREIGN LANGUAGES

As a prerequisite to the study of any foreign language, at least two high school units in the language selected are required. This requirement enables the department to build on this general background and to place the emphasis on acquiring facility in reading and writing in the language without the necessity of spending a great deal of time on vocabulary and elementary phases of the work.

FRENCH

The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French and is given courses preparatory to teaching French in high schools. No credit is allowed for less than one full year of French.

For a major in French: Recommended, all four years; required, at least 33 credit hours.

For a minor in French: Recommended, three years; required, at least 24 credit hours.

Language 101-102-103. FRENCH.

A study of practical French phonetics, grammar, written and oral composition, with readings from the works of Daudet, Merimee, Dumas, and other French writers. Prerequisite: Two years of high school French. Three periods a week for the session. Three credits each quarter.

Language 201-202-203. FRENCH.

Problems of teaching French, with special attention to the direct method, to the teaching of pronunciation, phonetics, and grammar; a study of classroom realia, the State curriculum for French in the high schools, examination of text books, etc. This is also a continuation course in advanced readings in French literature. Prerequisite: French 101-102-103. Three periods a week for the session. Three credits each quarter.

Language 301-302-303. FRENCH.

A resume of French history and a survey of French literature by centuries, with illustrative readings from the most representative writers of each period. Prerequisite: French 201-202-203. Three periods a week for the session. Three credits each quarter.

Language 401-402-403. FRENCH.

This course includes an intensive study of Classicism, with emphasis on the theatres of Moliere, Corneille, and Racine; the Romantic Movement, stressing the works of Victor Hugo; and Contemporary Literature as represented in the novel, the drama, and poetry. Three periods a week for the session. Three credits each quarter.

Language 405-406-407. FRENCH.

A course in advanced composition, conversation and phonetics, designed for those students who wish credit above the required number of hours. Open to Juniors and Seniors upon recommendation of the major professor. Three periods a week for the session. Three credits each quarter.

LATIN

In the Latin courses, stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon the English language. In all courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized. No credit is allowed for less than one full year of Latin.

For a major in Latin: Recommended, all four years; required, at least 33 credit hours.

For a minor in Latin: Recommended, three years; required, at least 24 hours.

Language 111-112-113. LATIN.

The first quarter's work includes an exhaustive study of the mythology, geography and history of Rome; selections from Livy, Tacitus and other historians will be read. This will be followed by Cicero's *De Senectute* and *De Amicitia*. The third quarter will be given over to Roman epic poetry as typified in Virgil's *Aeneid*, study of the hexameter, Roman religion and reading from Books VI-XII of the *Aeneid*. Prerequisite: Two years of high school Latin. Three periods a week for the session. Three credits each quarter.

Language 211-212-213. PRINCIPLES OF TEACHING LATIN.

The major emphasis in this course is on the fundamental principles underlying the teaching of Latin in the high school. It includes an intensive study of modern methods, special methods for each year, the acquisition of a vocabulary, English derivatives, the Latin curriculum of the State, examination of text books, reference books, maps, pictures, etc., for classroom use. Content is stressed as well as method and readings selected from various Roman writers. The study of the life and literature of the Romans, included in this course, furnishes a desirable background for the prospective teacher of Latin. Prerequisite: Latin 111-112-113. Three periods a week for the session. Three credits each quarter.

Language 311-312-313. LATIN.

An advanced course in which attention is given to Roman lyric poetry, with selections from the Odes of Horace; Roman comedy, with selection from the plays of Plautus and Terence and Roman tragedy, with excerpts from Seneca's writings. Parallel readings in Latin and English are required. Prerequisite: Latin 211-212-213. Three periods a week for the session. Three credits each quarter.

Language 411-412-413. LATIN.

This course includes readings from the elegaic poets; Roman life through the letters of Horace and Pliny; a study of Latin through the Middle Ages. Prerequisite: Latin 211-212-213. Three periods a week for the session. Three credits each quarter.

Language 415-416-417. LATIN.

A course in classical art and archaeology and the topography and monuments of ancient Rome. The course is designed for those students who wish credit above the required number of hours. Open to juniors and seniors upon recommendation of the major professor. Three periods a week for the session. Three credits each quarter.

HOME ECONOMICS

Laboratories for foods, clothing, and household engineering are provided in a new building now under construction and which is expected to be completely by the beginning of session 1930-31. The Tea Room, with its kitchen, will directly connect with the foods laboratory. The Practice House provides opportunity for actual housekeeping experience. Each student majoring or minoring in Home Economics will live here for one quarter under supervision and will be responsible for the various phases of homemaking under model conditions.

Visits are made to nearby museums, factories, tea rooms and other places of special interest. The cities usually visited are Richmond, Washington and Baltimore. A part of the expense of these trips is met from the sale of products made for the Tea Room.

FOODS

These courses are directly connected with the work of the Tea Room so that definite training is given in the planning, preparation, and purchasing of food for the family or the Tea Room. Emphasis is placed on making food attractive.

Trips each quarter give the student a broader conception of the manufacture, marketing, and preparation of foods. Meals are taken at the better hotels and tea rooms so that certain standards of preparation and service may be noted.

Students are required to wear white uniforms. For those who do not already have uniforms, it is preferred that they be made or bought at the college.

CLOTHING

These courses are planned to help students develop personality by achieving individuality in selection of lines and colors most appropriate for different types and occasions. The study of textiles is used as a basis for appropriate and economical selection of materials or ready-made apparel as well as household articles. Trips to museums, manufacturing plants, and department stores afford further study in the various fields.

Requirements for a major:

The full course is required.

Requirements for a minor:

The following four courses are constants:

Home Economics 101-102-103, Foods and Cookery....	9 hours
Home Economics 111-112-113, Textiles and Clothing.	9 hours
Home Economics 300 or 400, Practice House.....	3 hours
Home Economics 441, Home Nursing	3 hours

To these courses must be added:

(a) For those not expecting to teach:

Minimum: Home Management, Foods and Cookery or Clothing.....	6 hours
Advised: { Home Management	3 hours
{ Foods and Cookery and Cloth- ing	9 hours

(b) For those expecting to teach:

Home Economics Methods.....	3 hours
Teaching	6 hours
Home Management } Foods and Cookery } Clothing }	6 hours

Home Economics 101-102-103. FOODS AND COOKERY.

A foundation course emphasizing the underlying principles of food preparation; elements of nutrition and food costs; development of technique; the acquiring of efficient habits of work, and a knowledge of the proper use of equipment. One single and two double periods a week for the session. Three credits each quarter. Fee, \$1.50 each quarter.

Home Economics 111-112-113. TEXTILES AND CLOTHING.

This course includes a thorough textile study in the first quarter; the history and progress of spinning and weaving, the various textile fibers, their manufacture, cost and adaptability in garment making; and a study of the sewing machine, its construction, care and the use of attachments. In the second quarter, a study of fundamental stitches and commercial patterns with practice in hand and machine sewing in the making of undergarments and simple dresses. In the third quarter a study and construction of infants' and children's clothing. One single and two double periods a week for the session. Three credits each quarter. Fee, \$1.00 each quarter.

Home Economics 201. FOODS AND COOKERY.

A review and elaboration of the principles studied in the freshman year. One single and two double periods a week for the first quarter. Three credits. Fee, \$1.50.

Home Economics 202. FOODS AND NUTRITION.

A more definite study of foods from the standpoint of nutrition. The work is based on the nutritive requirement of individuals and groups, together with a study of the more thoroughly established principles of nutrition and the newer findings of investigators. One single and two double periods a week for the second quarter. Three credits. Fee, \$2.00.

Home Economics 223. HOME MANAGEMENT.

This course includes a study of the ideals of homemaking, selection, planning, and care of the home and its equipment, modern appliances and conveniences, budgets, economy of time and energy, household efficiency and service. Three periods a week for the third quarter. Three credits.

Home Economics 235. METHODS.

Some purposes of the course are: to review the principles of psychology most applicable to the teaching of Home Economics; to survey and evaluate present methods; and to discuss the characteristics and development of the teacher as an efficient personality. Consideration is also given to courses of study for elementary and secondary schools. Three single periods a week for the third quarter. Three credits.

Home Economics 300 or 400. PRACTICE HOUSE.

A cottage has been provided on the campus in which groups of students will live with the supervisor. Their work will be under constant observation and by working in all capacities they should be fitted for the problems of the home and for the instruction of others in home problems. Offered each quarter. Three credits. Fee, \$3.00.

Home Economics 303. MENU MAKING AND MARKETING.

Further application of the work done in nutrition to the actual planning and preparation of meals. Emphasis on buying and marketing including actual budgeting and buying of supplies. Trips to local and city markets. One single and two double periods a week for the third quarter. Three credits. Fee, \$2.00.

Home Economics 310 or 410. TEA ROOM PRACTICE.

Practice in tea room management including actual planning, preparation, and serving of foods. Catering for special occasions. Selection and care of furnishings and equipment. Management of financial and business details. Offered each quarter. Equivalent of one single and two double periods a week. Three credits. Fee, \$2.00.

Home Economics 311. CLOTHING.

Making of more difficult problems using linen, silk and wool; emphasizing choice of material and selection of pattern suitable for the wearer and occasion. Practice in accurate measurements,

adjusting commercial patterns, economical cutting and fitting. One single and two double periods a week for the first quarter. Three credits. Fee, \$1.00.

Home Economics 312. CLOTHING: RENOVATION AND MILLINERY.

Study of and practice in general processes used in cleaning, renovation and pressing materials of the various fibers. General rules for selection of hats, methods of construction, materials used and types with uses of each. One single and two double periods a week for the second quarter. Three credits, Fee, \$1.00.

Home Economics 316. COSTUME DESIGN.

Same as Art 323, which see. Two periods a week for the second quarter. Two credits. Fee, \$1.50.

Home Economics 346. APPLIED DESIGN.

Same as Art 301, which see. Three double periods a week for the first quarter. Three credits. Fee, \$3.00.

Home Economics 347. HOME DECORATION.

Same as Art 312, which see. Three periods a week for the third quarter. Three credits. Fee, \$1.50.

Home Economics 411. CLOTHING: ADVANCED DRESSMAKING.

More elaborate problems or projects applying principles of costume design. Designing of dresses suitable for specific individuals and occasions; perfection in design as well as speed and accuracy in making are stressed. One single and two double periods a week for the first quarter. Three credits. Fee, \$1.00.

Home Economics 441-442. HOME NURSING AND CHILD CARE.

Some of the topics included are: Care of the sick room and patient, symptoms, feeding, first aid and home treatments. A part of the work is given by the college nurse. A study of the physical care of the infant and children in various stages of development and the forces and experiences which influence their conduct. Part of the work is given by the college nurse. Three periods a week for the first and second quarters. Three credits each quarter.

Home Economics 453. HOUSEHOLD ENGINEERING.

A study and direct application of physical laws to the equipment used in the home and laboratory. Especial attention will be given to electricity, heating, lighting and machines. The purpose is to develop in the student a more intelligent interest in equipment and to provide a basis for its more efficient selection, use and care. Two single and two double periods a week for the third quarter. Four credits.

MATHEMATICS

Mathematics rightly occupies an important place in the college curriculum and especially is this true of a teachers college, when it is realized that we live in a quantitative

world and that it is even difficult for one to think except in terms of numbers and number relations.

For this and other reasons, the courses in mathematics are planned to give accurate knowledge of mathematical facts; to strengthen weak points in the students' mathematical training, and to bring out the most effective means of presentation. Effort is made to vitalize the subject matter by connecting the work with the demands of real life.

Required for a Major in Mathematics:

First Year:	Mathematics 125-126-127	.....9	quarter hours
Second Year:	Mathematics 225-226-227	.....9	quarter hours
Third Year:	Mathematics 311-312-313	.....9	quarter hours
Fourth Year:	Mathematics 411-412	.....6	quarter hours

Required for a Minor in Mathematics:

First Year:	Mathematics 125-126-127	.....9	quarter hours
Second Year:	Mathematics 225-226-227	.....9	quarter hours
Third Year:	Mathematics 311-312-313	.....9	quarter hours

Mathematics 110. ARITHMETIC FOR ELEMENTARY GRADES.

This subject treats of professionalized subject matter in arithmetic for elementary teachers with modern methods of presentation. The course will include a brief survey of the fundamental operations with integers, business decimals and fractions with approved methods of checking; percentage and its applications; the work of modern banks; savings banks; and school savings; methods of investing money, including stocks and bonds; modern insurance and annuities; taxes; the metric system; standardized tests, etc. Students will be required to observe and report on observations in the training school. The state course of study and library assignments are a part of the course. Three periods a week. Offered each quarter. Three credits.

Mathematics 125-126-127. GENERAL MATHEMATICS.

These courses are designed to serve the needs of students preparing to teach junior high school mathematics. The intention is to give "as broad an outlook over the various fields of mathematics as is consistent with sound scholarship." Students who wish the work of the junior high school should elect 125-126 and 127, otherwise they should select those chiefly needed.

Mathematics 125 deals principally with arithmetic. This course treats of professionalized subject matter with modern methods of presentation and will present such units as—The arithmetic of the home; the arithmetic of business; rapid and accurate computation; the use and care of money; the investing of money; protection of

property and provision for dependents; community arithmetic; graphs of certain mathematical relationships, etc. Three periods a week for the first quarter. Three credits.

Mathematics 126 deals principally with algebra and numerical trigonometry. The course in algebra is built around six central objectives: the language and ideas of algebra; the formula; the equation; the graph; the fundamental principles and processes; and problem solving. The course in numerical trigonometry is a part of elementary algebra and forms one of its most interesting applications; offers an opportunity for understanding what is meant by indirect measure and does not require demonstrative geometry as a basis. Three periods a week for the second quarter. Three credits.

Mathematics 127 deals principally with geometry. This course embraces such topics as the introduction to demonstrative geometry, application of geometry to everyday life, nature and types of geometric reasoning, general methods of attack, methods of presentation, etc. Discussions are based on observations and work in the training school. Three periods a week for the third quarter. Three credits.

Mathematics 225-226-227. Prerequisites for these courses, Mathematics 125-126 and 127 or their equivalent.

Mathematics 225. COLLEGE ALGEBRA.

This course is both a brief review of high school algebra from the teacher's standpoint and work in advance of that usually given in a high school course. Approved methods of presentation accompany the work. Three periods a week for the first quarter. Three credits.

Mathematics 226. SOLID GEOMETRY.

This course treats of the usual theorems and exercises of solid and spherical geometry. Three periods a week for the second quarter. Three credits.

Mathematics 227. TRIGONOMETRY.

This course is accompanied by practical application to field work. Three periods a week for the third quarter. Three credits.

Mathematics 311-312-313. Prerequisites for these courses, Mathematics 225-226 and 227 or their equivalent.

Mathematics 311. FRESHMAN MATHEMATICS.

This course is a general view of the meaning of mathematics that follows the rudiments of algebra and geometry and is designed to serve the needs of students preparing to teach junior high school mathematics. Three periods a week for the first quarter. Three credits.

Mathematics 312. ANALYTIC GEOMETRY—PART I.

Prerequisites: Elementary algebra and the elements of trigonometry. This course covers the straight line, the circle, the parabola and the ellipse. Three periods a week for the second quarter. Three credits. No credit unless followed by Mathematics 313.

Mathematics 313. ANALYTIC GEOMETRY—PART II.

Prerequisite: Analytic Geometry—Part I. Three periods a week for the third quarter. Three credits.

Mathematics 411. CALCULUS—PART I.

Prerequisite: Analytic Geometry. Three periods a week for the first quarter. Three credits. No credit unless followed by Mathematics 412.

Mathematics 412. CALCULUS—PART II.

Prerequisite: Calculus—Part I. Three periods a week for the second quarter. Three credits.

Mathematics 413. ELECTIVE IN MATHEMATICS.

This course is offered upon demand, and will be adapted to needs. Three periods a week for the third quarter. Three credits.

MUSIC

The department offers two courses:

(a) A course which provides comprehensive training to meet the needs of the grade teacher.

(b) A course leading to the Degree of B. S. in Education with major in public school music, to meet the needs of the special teacher or supervisor of music.

Prerequisites for the course leading to the B. S. Degree are:

1. An acceptable singing voice.
2. Ability to sing a familiar hymn without accompaniment.
3. Ability to play simple hymns and the major scale in any key.

Music may be elected as a minor in any of the courses leading to the B. S. Degree in Education and is especially recommended for students in Curricula III, IV, VI, and VIII.

Subjects required for a major in Music:

Subjects required for a major in Music:

First Year:	Music 101-102-103.....	3 quarter hours
	Music 121-122-123.....	4 quarter hours
Second Year:	Music 211-222	5 quarter hours
	Music 251-252-253.....	6 quarter hours
Third Year:	Music 301-302-303.....	9 quarter hours
	Music 311-312-313.....	9 quarter hours
Fourth Year:	Music 421-422-423.....	9 quarter hours

Subjects required for a minor in Music with Curricula I, II, III, and IV:

First Year:	Music 101-102-103	3 quarter hours
	Music 121-122-123	4 quarter hours
	Music 131-132-133	4.5 quarter hours
Second Year:	Music 211-222	5 quarter hours
	Music 251-252-253	6 quarter hours
Third Year:	Music 301-302-303	6 quarter hours

Subjects required for a minor in Music with other Curricula:

First Year:	Music 121-122-123	4 quarter hours
	Music 131-132-133	4.5 quarter hours
Second Year:	Music 231-232-233	4.5 quarter hours
	Music 251-252-253	6 quarter hours
Third Year:	Music 301-302-303	6 quarter hours
	Music 241-242-243	4.5 quarter hours

For grouping of music courses, see Curriculum VII, electives.

Credit in Piano and Voice is dependent upon the ability of the student to meet the qualitative standards set up by the department.

The music department takes pleasure in calling attention to the fact that in Washington and in Richmond, each only about fifty miles from Fredericksburg, can be heard operas and concerts by the finest artists and companies. It is always possible to arrange for students to attend these major attractions and often possible to arrange for reduced rates in prices of admission as well as in transportation cost.

Music 101-102-103. TEACHERS' GRADED COURSE.

This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually, suitable music for the first five grades.

Music 101. PUBLIC SCHOOL MUSIC.

This course comprises the work of the first three years in the grades. Two periods a week for the first quarter. One credit.

Music 102. PUBLIC SCHOOL MUSIC.

This course is a continuation of Music 101, and covers the work of the fourth and fifth grades. Two periods a week for the second quarter. One credit.

Music 103. PUBLIC SCHOOL MUSIC.

This course is a continuation of Music 102, and covers the work of the sixth grade. Two periods a week for the third quarter. One credit.

Music 121-122-123. RHYTHM.

Same as Physical Education 151-152-153. Two periods a week for the first and second quarters. Four periods a week for the third quarter. One credit the first quarter; one credit the second quarter; two credits the third quarter.

Music 131-132-133. PIANO AND THEORY.

The scope of the work for the first year is as follows: The first eighteen theory lessons of the progressive series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year. One period of class work and one half-hour individual lesson a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 141-142-143. VOICE TRAINING.

This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production, and diction are studied. Participation in recitals is necessary for credit, and every student of voice is expected to be a member of the Choir or the Choral Club. One period of class work and one half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 210. INTRODUCTION TO MUSIC APPRECIATION.

This course consists of listening lessons. The teaching of music appreciation in the grades is studied. The aim of this course is to give the student a knowledge of the principal bases of musical enjoyment. Two periods a week. Offered each quarter. One credit. Fee, 50 cents.

Music 211. PUBLIC SCHOOL MUSIC.

This course is a continuation of Public School Music 101-102-103, and takes up partially the work of the seventh grade, in which is included a thorough study of the changing voice during adolescence. Two periods a week for the first quarter; repeated in the second quarter. Two credits.

Music 222. PUBLIC SCHOOL MUSIC.

A continuation of Public School Music 211-212, in which the work of the seventh grade is completed. Three periods a week for the second quarter. Repeated for the third quarter. Three credits.

Music 231-232-233. PIANO AND THEORY.

The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year. One period of class work and one half-hour individual lesson a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 241-242-243. VOICE TRAINING.

Same as Voice Training 141-142-143 except of a more advanced character. One period of class work and one half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 251-252-253. SIGHT-SINGING AND DICTATION.

The aim of this course is to make the student proficient in reading at sight, either with the Latin syllables or with the text, the music in the standard texts used in the public schools; and through dictation, involving the study of tone and rhythm, to enable the student to recognize, visualize, sing, and write melodic phrases in all keys. The necessity of ear-training through sight-singing and dictation is recognized as vital to successful work in music. Two periods a week for the session. Two credits each quarter.

Music 301-302-303. HISTORY AND APPRECIATION OF MUSIC.

This course is open to all students and is not intended for music majors only. It includes cultural as well as professional study. All types of musical literature and instruments are studied; memory tests are given; courses of study for elementary grades and high school are worked out and exemplified. Three periods a week for the session. Three credits each quarter. Fee, 50 cents. (May be taken by non-music majors on a two credits per quarter basis.)

Music 311-312-313. SIGHT-SINGING AND DICTATION.

A continuation of the sight-singing and dictation course offered in the second year. Completion of the course requires the ability to sing all intervals in major and minor keys, all chromatic tones, and to understand every kind of meter and rhythm used in standard texts. Through dictation the musical memory is developed and the ability to write an entire phrase after one hearing is gained. Three periods a week for the session. Three credits each quarter.

Music 321-322-323. PIANO AND THEORY.

The third-year requirements are the third eighteen theory lessons, all major, minor and chromatic scales, ear-training, sight-reading, memorizing, studies and compositions. Two periods a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 331-332-333. VOICE TRAINING.

A continuation of voice training offered in the second year. One period of class work and one half-hour individual lesson a week,

plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 401-402-403. PIANO AND THEORY.

The fourth-year requirements include the fourth group of theory lessons, all major, minor and chromatic scales, arpeggios, ear-training, sight-reading, transposition, polyphony, and compositions in larger form. The memory work includes one sonata. The work in theory includes notation, history, harmony, and form and analysis. The application of the theory to the practical work is accomplished through ear-training, sight-reading, transposition, memorizing, and interpretation. Two periods a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 411-412-413. VOICE TRAINING.

A continuation of voice training offered in the third year. One period of class work and one half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 421. THEORY.

Construction of major, minor and chromatic scales, tetrachords, key signatures, technical names of scale tone, intervals, analysis and location of triads, musical form, acoustics, etc. Material (or text): Gherkins, Notation and Terminology of Music. Three periods a week for the first quarter. Three credits.

Music 422-423. HARMONY.

This course covers the study of chord relationship, application of correct principles in voice progression and harmonization of melodies, modulation, seventh chords, analysis, and original work. Three periods a week for the second and third quarters. Three credits each quarter.

GLEE CLUB

The members of the Glee Club are selected by the director. Membership will be limited to twenty. Two periods a week for the session. One credit each quarter. Fee fifty cents per quarter.

CHOIR

The members of the Choir are selected by the director. Membership will be limited to forty. One period a week for the session. One-half credit each quarter. Fee fifty cents per quarter.

CHORUS

All students who are interested in choral and community singing may enroll in the Chorus. Membership is unlimited. One period a week for the session. No credit; no fee.

PHYSICAL AND HEALTH EDUCATION

The purposes of this department are: (1) To give opportunity to exercise and to acquire such habits as are necessary for the conservation of health by intelligent attention to the laws of health and hygiene; (2) to correct insofar as possible, faults of posture and physical defects; (3) to acquaint prospective teachers with enough theory of physical education and playground management to enable them to teach the subject; (4) to acquaint prospective teachers with the physical, mental, and emotional characteristics of children of various play ages, and to emphasize the importance of choosing physical education activities which will meet the needs of the growing child from the first elementary grade through high school, thus bringing him material which is of fundamental interest to him.

All students taking swimming pay a fee of 50 cents a quarter.

Requirements for a major:

Physical Education 121-122-123, Major Gym	9 quarter hours
Physical Education 221-222-223, Major Gym	9 quarter hours
Physical Education 321-322-323, Major Gym	6 quarter hours
Physical Education 421-422-423, Major Gym	6 quarter hours
Physical Education 151-152-153, Rhythm	6 quarter hours
Physical Education 231, Principles of Physical Education	3 quarter hours
Physical Education, 232, Anatomy	4 quarter hours
Physical Education 233, Kinesiology	3 quarter hours
Physical Education 311, Anthropometry and First Aid	2 quarter hours
Physical Education 312, Theory of Correctives and Massage	3 quarter hours
Physical Education 313, Physiology of Exercise	3 quarter hours
Physical Education 331, Recreational Leadership	3 quarter hours
Physical Education 332, Social Hygiene	2 quarter hours
Physical Education 411-412-413, Theory of Coaching	3 quarter hours
Physical Education 433, Camp Craft	2 quarter hours
Student Teaching	6 quarter hours

Requirements for a minor:

Major Gym—two years (to be arranged)	18 quarter hours
Physical Education 231, Principles of Physical Education ..	3 quarter hours
Physical Education 232, Anatomy	4 quarter hours
Physical Education 233, Kinesiology	3 quarter hours
Physical Education 312, Theory of Correctives and Mas- sage	3 quarter hours
Physical Education 313, Physiology of Exercise	3 quarter hours
Physical Education 331, Recreational Leadership	3 quarter hours
Student Teaching	6 quarter hours

Notes:

1. *Swimming for Majors.* The aim of the major course in swimming is to perfect form and endurance in swimming and diving to such a point that each major is able to pass the Red Cross Life-Saving Test. The course is adapted throughout to the individual needs of the student and graded achievement tests are used as measures of attainment. Practice in teaching form in swimming, diving, and life-saving is included in the course for advanced students.

2. All major and minor students are expected to participate in inter-class competition in all sports and to act as organizers of extra-curricular groups for supper and breakfast hikes, horseback riding, etc.

3. The major costume is to be ordered after reaching school.

4. All practical courses of freshman and sophomore years are prerequisite to student teaching.

Health Education 100. HYGIENE.

A study is made of the principles of hygiene, sanitation, and corrective and preventive methods in posture work. The physical, mental and emotional characteristics of children of various ages are studied. The symptoms and methods of prevention of the most common schoolroom diseases, latest and most useful methods in first aid, and practice, and theory of the physical examination are given. Required of all students except physical education majors. Three periods a week for the first quarter. Repeated each quarter. Three credits.

Physical Education 101. GYM.

For Primary Group: Elementary games of schoolroom and playground type particularly suited to primary grades.

For Grammar Group: Organized games suitable for grammar grade boys and girls, such as field ball, speed ball, and soccer. Special emphasis is placed on skills and games leading to the organized games.

For High School Group: Hockey, soccer, speed ball, and field ball with emphasis on skills and fundamental games.

For All Groups: There is an opportunity for interclass competition in all of the organized games studied. Swimming one hour each week; games, as above, two hours each week. Three periods a week for the first quarter. One credit.

Physical Education 102. GYM.

For Primary Group: Singing games and elementary folk dances suitable for primary grades, and practice in the teaching of primary games and dances. Postural gymnastics.

For Grammar Group: Folk dances suitable for grammar grades, and games of low organization suitable for these groups, such as end ball, dodge ball, newcomb, volley ball, kick ball, etc. Postural gymnastics.

For High School Group: Folk dances suitable for high school girls and games of low organization leading to basketball, such as end ball, corner ball, captain ball, 9-court basketball, pin ball with soccer and basketball technique. Postural gymnastics.

For All Groups: Swimming one hour each week. Rhythm problems are studied in each group and an attempt is made to have individuals overcome rhythm difficulties.

Three periods a week for the second quarter. One credit.

Physical Education 103. GYM.

For Primary and Grammar Groups: Track and field activities based on the playground badge test. Baseball and elementary skills and games of baseball type usable for primary and grammar grades. Postural gymnastics.

For High School Group: Track and field activities and baseball, with emphasis on skills and progressions adapted for use with high school girls. Postural gymnastics.

For All Groups: Swimming one hour each week. There is opportunity for inter-class competition in baseball and track and field.

Three periods a week for the third quarter. One credit.

Physical Education. CORRECTIVES.

All students who have marked remedial posture defects will be assigned to a corrective class during the first quarter. This is in addition to the regular physical education work, and students are excused from the class when they have corrected their posture.

Physical Education 121. FRESHMAN MAJOR GYM.

Two hours swimming; two hours elementary games (see Primary 101); four hours of hockey, soccer, volley ball, newcomb with sophomore, junior and senior majors and minors. Prerequisite for student teaching. Nine periods a week for the first quarter. Three credits.

Physical Education 122. FRESHMAN MAJOR GYM.

Two hours swimming; two hours of elementary rhythm work in singing games and elementary folk dancing (see Primary 102); two hours of folk dancing for grammar grades and high school; two hours of lowly organized games for grammar grades and high school (see Grammar and High School 102). Nine periods a week for the second quarter. Three credits.

Physical Education 123. FRESHMAN MAJOR GYM.

Two hours swimming; two hours baseball, track and field for primary and grammar groups (see Primary and Grammar 103); two hours baseball, track and field with sophomore, junior, and senior groups; two hours of May Day work. Nine periods a week for the third quarter. Three credits.

Physical Education 151-152-153. PRINCIPLES OF ELEMENTARY RHYTHM.

Required of all freshmen majors and minors in Physical Education. Fundamental rhythm training based on motor response of the large skeletal muscles is given with simple folk, clog, and interpretative dancing as a medium of work in the rhythmic problems. Individual rhythmic problems are corrected. The Music Department cooperates in giving methods in presentation of singing games. This is done with the viewpoint of safeguarding children's voices during the singing games period and to show the Physical Education teacher how best to present the song material needed in her work. Material is carefully selected to meet the needs of the child. The course is limited to Music and Physical Education majors and minors. Class work in Piano, Harmonica, Ukulele. Two credits each quarter.

Physical Education 163. ELECTIVE COURSE IN INTERPRETATIVE DANCING.

Spring Quarter. Open to any student as an elective course only. This course aims for a nicety of control of all muscle groups and a nicety of response to various rhythms in music as a basis for the expression of ideas and moods in music. The work begins with the most elementary movements and steps, and progresses to the more difficult, according to the abilities of the class. An opportunity is given to plan the May Day program and other festivals. Three periods a week for the third quarter. One credit.

Physical Education 201-202. GYM.

For Primary and Grammar Groups: Games of low organization, such as corner ball, captain ball, nine-court basketball, newcomb, volley ball, speed ball, and field ball. Student teaching in these for grammar group. Playground games given as student teaching for the primary group. Swimming one hour each week.

For High School Group: Hockey, soccer, and speed ball for two hours each week; swimming one hour each week.

Three periods a week for the first quarter. Repeated for the second quarter. One credit.

Physical Education 212. GYM.

For all groups: Clog dancing one hour each week; track and field and baseball; swimming one hour each week. Three periods a week for the second quarter. One credit.

Physical Education 213. GYM.

Clog dancing one hour each week; track and field and baseball; swimming one hour each week. Three periods a week for the third quarter. One credit.

***Physical Education 220. GYM.**

For high school group only. Elective work each quarter. The student may choose any of the practical work offered with the exception of the major and minor Physical Education work. Swimming is required for one hour. Three periods a week for one quarter. One credit.

Physical Education 221. SOPHOMORE MAJOR GYM.

Two hours swimming; two hours of organized games for grammar grades (see Grammar 101); four hours of major sports, hockey, soccer, tennis with the junior and senior majors. Nine periods a week for the first quarter. Three credits.

Physical Education 222. SOPHOMORE MAJOR GYM.

Two hours of swimming; four hours of rhythm work (clog dancing, special folk dancing, and interpretative); two hours basketball and baseball. Nine periods a week for the second quarter. Three credits.

Physical Education 223. SOPHOMORE MAJOR GYM.

Two hours swimming; two hours May Day work; four hours track, field, baseball, tennis, quoits, with junior and senior majors. Nine periods a week for the third quarter. Three credits.

Physical Education 231. PRINCIPLES OF PHYSICAL EDUCATION.

Open to sophomores, juniors and seniors. Required of all majors and minors in Physical Education. This or Recreational Leadership is prerequisite to the credit course in Student Teaching of Physical Education. The course deals with the history, aims, objectives, principles and methods of Physical Education and practical work in lesson planning, teaching, and supervising is included. The training school affords a wonderful opportunity for practice and observation of Physical Education for elementary, grammar and high school grades. A thorough study of materials, apparatus and equipment is made. Three periods a week for the first quarter. Three credits.

Physical Education 232. GROSS ANATOMY.

Required of all majors and minors in Physical Education. Prerequisite: Biology. A thorough study is made of bones and muscles of the human body, and of joint and ligamentous structures. The department is equipped with skeleton, manikin and charts for this study. This course or its equivalent is prerequisite for Kinesiology, Physiology of Exercise, Theory of Correctives and Massage, Anthropometry and Normal Diagnosis. Four periods a week for the second quarter. Four credits.

Physical Education 233. KINESIOLOGY.

Required of all majors and minors in Physical Education. Prerequisites are Biology and Gross Anatomy. This course is pre-

*The high school group has Physical Education each quarter of the sophomore year. The primary and grammar groups teach in the training school for one quarter and take Physical Education the other two quarters.

requisite to Anthropometry, Normal Diagnosis, Theory of Correctives. Kinesiology is a study of body mechanics and action of human muscles in motion and locomotion. Particular attention is given to all muscles of the trunk and upper and lower extremities. In this course the student gains an appreciation of the effects and relative values of the various types of Physical Education activities. Three periods a week for the third quarter. Three credits.

Health Education 301-302. HYGIENE.

General content same as Health Education 100. Three periods a week for the first quarter. Repeated for the second quarter. Three credits.

Physical Education 301-401. GYM.

Hockey, soccer, volley ball and newcomb; swimming one hour. Three periods a week for the first quarter. One credit.

Physical Education 302-402. GYM.

Elective work for three hours each week. Students have a choice of any practical work offered with the exception of the major and minor Physical Education work. Three periods a week for the second quarter. One credit.

Physical Education 303-403. GYM.

Swimming one hour; electives two hours. Students may elect May Day work, track, field, baseball or quoits. Three periods a week for the third quarter. One credit.

Physical Education 311. ANTHROPOMETRY, NORMAL DIAGNOSIS, FIRST AID.

Required of all majors and minors in Physical Education. Prerequisites: Biology, Gross Anatomy, Kinesiology. This course prepares the student to assist and supervise in physical examinations of grade, high school and college students. It is open only to junior and senior majors and minors in Physical Education, and includes practical work in measuring training school and college students during the regular fall physical examinations. A careful study is made of the symptoms and methods of prevention of the most common diseases and of the latest and most useful methods of first aid. Two periods a week for the first quarter. Two credits.

Physical Education 312. THEORY OF CORRECTIVES AND MASSAGE.

Required of all majors in Physical Education. Prerequisites: Biology, Gross Anatomy, Kinesiology, Physiology. Theory and practice of correctives and massage are given. A careful study is made of all common postural defects with the viewpoint of teaching the student simple and effective means of correcting remediable postural defects and the importance of cooperating with doctors in treating the more serious defects. Thorough instruction and practice is given in all massage strokes. Visits are made to hospitals and clinics in Washington and Richmond. Three periods a week for the second quarter. Three credits.

Physical Education 313. PHYSIOLOGY AND PHYSIOLOGY OF EXERCISE.

Required of all majors and minors in Physical Education. Prerequisites: Biology, Gross Anatomy, Kinesiology. A study is made of the respiratory, digestive, lymphatic, nervous, circulatory, and glandular systems of the body with special reference to the functioning of each. Problems of metabolism, bodily responses to fear, anger, pain, and physical efficiency tests are studied. Manikin and charts are provided as aids in study and special laboratory work is a part of the course. Three periods a week for the third quarter. Three credits.

Physical Education 321 or 421. JUNIOR AND SENIOR MAJOR GYM.

Two hours swimming; four hours of major sports, hockey, soccer, speed ball, volley ball and newcomb; two hours as assistant coaches for class teams, and as hike assistants. Six hours a week for the first quarter. Two credits.

Physical Education 322 or 422. JUNIOR AND SENIOR MAJOR GYM.

Two hours swimming; two hours of clog dancing, Morris and English country dancing, advanced folk dancing and character dancing; two hours of interpretative dancing; two hours of basketball, play and assistant coaching. Six hours a week for the second quarter. Two credits.

Physical Education 323 or 423. JUNIOR AND SENIOR MAJOR GYM.

Two hours swimming; two hours of May Day work; four hours of baseball, track, field, quoits, and tennis. Six hours a week for the third quarter. Two credits.

Physical Education 331. RECREATIONAL LEADERSHIP.

This course or its companion course, Principles of Physical Education, is prerequisite for the credit course in student teaching in Physical Education. It is required of all majors and minors in Physical Education, and is open to sophomores, juniors and seniors. The course consists of theory and practice of playground work, camping activities, and adolescent and adult social recreation. The aims, objectives, principles and methods of each will be studied and practice in teaching and supervising will be scheduled. The school and surrounding country afford an ideal situation for such a course. Three periods a week for the first quarter. Three credits.

Physical Education 332. SOCIAL HYGIENE.

Required of all majors in Physical Education. This course provides for a thorough study of general hygienic and sanitary problems confronted in schoolroom and out. An intimate study is made of social and sex problems of the elementary, grammar, high school and college student with the view of preparing prospective teachers with a broad knowledge as a basis for solving such problems. Prerequisite: Biology and Gross Anatomy. Two periods a week for the second quarter. Two credits.

Physical Education 411-412-413. THEORY AND PRACTICE OF COACHING.

Open only to senior majors and minors in Physical Education. Prerequisite: The courses of the first three years, major practical. A thorough study is made of the history, principles, aims, objectives, methods, and technique of coaching and refereeing seasonal sports and swimming. Fall: Hockey, soccer, tennis, speed ball, field ball, volley ball, and newcomb; Winter: Basketball, swimming; Spring: Baseball, track, field, tennis, swimming, quoits, May Day work. Emphasis is placed on adaptations for grades, high school, and college students. Coaching is done in college classes and in the training school. Swimming meets and game tournaments are in charge of the senior coaches. Conference hours are to be arranged. Two periods a week for the session. One credit each quarter.

Physical Education 433. CAMP CRAFT.

Required of all majors in Physical Education. The history, aims, ideals, requirements and standards of Campfire and Scouting and similar organizations are studied. Theory and practical work in conducting hikes, camp cooking, camp craft, etc., are given. The course is particularly interesting to girls who wish to be councilors in summer camps. Four periods a week for the third quarter. Two credits.

Physical Education 442. ELECTIVE COURSES IN CLOG DANCING.

Winter quarter. Open to any student as an elective course only. This class offers an interesting study of rhythm through clog dance technique. A careful study of technique is begun in simple clog dances and progression is made to more difficult dances as the class is able. Opportunity is given for original work in clogging. This work should be of particular interest to grammar and high school teachers for it combines in an interesting way with folk and interpretative dancing for school programs and festivals. Three periods a week for the second quarter. One credit.

Physical Education. SUPERVISED TEACHING.

One credit each quarter during the junior and senior years. Hours for conference and teaching to be arranged. Required of all major and minor students. If majoring and minoring in Physical Education, two credits in place of one are required. Each student gains experience in lesson planning, teaching, and supervising in all elementary, grammar and high school grades during this period of student teaching. The training school offers excellent facilities for this.

SCIENCE

The work of this department is planned to prepare teachers of Science in high schools; to give a foundation for other departments where Science is necessary; and to give the student an appreciation of the science of everyday life. This

department offers courses in Nature Study, General Science, Biology, Chemistry, and Physics.

Four of the five following courses are recommended for a major or a minor in Science—three are required. Advanced Chemistry or Physics is required of all Science majors.

1. Science 111-112-113, General Science.
2. Science 121-122-123, Biology.
3. Science 211-212-213, General Chemistry.
4. Science 301-302-303, Advanced Chemistry.
5. Science 401-402-403, Physics.

No credit is allowed for less than one full year in any of the above sciences, except in Advanced Chemistry.

A contingent deposit of \$2.00 is required for Chemistry, Physics, and General Science courses.

Science 111-112-113. GENERAL SCIENCE.

The courses outlined below are intended for students preparing to teach General Science. In addition to the study of standard texts the work embraces projects, reports, lecture demonstrations, laboratory work, and practical experience in conducting and equipping a school laboratory. Home Economics juniors and seniors will be required to do sufficient extra work to put the work on a senior college level. (Science 411-412-413.)

Science 111. GENERAL SCIENCE.

This course includes an introduction to such topics as earth studies, air, weather, fuels, heating of buildings, etc. Two single and two double periods a week for the first quarter. Laboratory fee, \$1.50. Four credits.

Science 112. GENERAL SCIENCE.

This course includes the study of such topics as water, clothing, and electricity. Two single and two double periods a week for the second quarter. Laboratory fee, \$1.50. Four credits.

Science 113. GENERAL SCIENCE.

This course includes a study of heat engines, transportation, light, rocks and soils. Two single and two double periods a week for the third quarter. Laboratory fee, \$1.50. Four credits.

Science 121. GENERAL BOTANY.

Fall Quarter. The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject-matter through lecture, recitation, and the laboratory. Laboratory fee, \$1.50. Two single and two double periods a week for the first quarter. Four credits.

Science 122. GENERAL ZOOLOGY.

Winter Quarter. This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the inter-dependence of animals and man. Laboratory fee, \$2.00. Two single and two double periods a week for the second quarter. Four credits.

Science 123. HUMAN BIOLOGY.

Spring Quarter. The aim of this course is to help the student to improve human life by using his present knowledge of living things and of life processes, and to increase this knowledge as it relates to the advancement of human welfare. Laboratory fee, \$2.00. Two single and two double periods a week for the third quarter. Four credits.

Science 211. INORGANIC CHEMISTRY.

The aim of this course is to acquaint the student with the fundamental laws of chemistry and to study some of the important non-metallic elements. Two single and two double periods a week for the first quarter. Laboratory fee, \$2.00. Four credits.

Science 212. INORGANIC CHEMISTRY.

This is a continuation of Science 211 and covers a thorough study of the metallic elements. Prerequisite: Science 211. Two single and two double periods a week for the second quarter. Laboratory fee, \$2.00. Four credits.

Science 213. INORGANIC CHEMISTRY.

This course consists of further study of the metallic elements with an introduction to organic chemistry and qualitative analysis. Prerequisite: Science 211 and 212. Two single and two double periods a week for the third quarter. Laboratory fee, \$2.00. Four credits.

Science 230. NATURE STUDY.

This course deals with nature study for the primary and grammar grades. The acquiring of the subject matter necessary for elementary grades and the method of presentation are stressed. Special emphasis is placed on field trips and outdoor work. The course includes especially the study of plant and animal life that should be of interest to elementary pupils. This course is taught by means of field trips, individual projects, class discussions and library references. Two double periods and one single period per week. Offered each quarter. Three credits.

Science 301. ADVANCED CHEMISTRY.

This course is planned to give the student an introduction to organic chemistry. Instruction is carried on by means of laboratory work, class discussion, and special papers prepared by the class. Prerequisite: Science 211-212-213 or its equivalent. Two single and two double periods a week for the first quarter. Laboratory fee, \$2.00. Four credits.

Science 302. ADVANCED CHEMISTRY.

A study of foods, textiles, cleansing agents, dyes, and toilet preparations, etc., is made in this class. Prerequisite: Science 301. Two

single and two double periods a week for the second quarter. Laboratory fee, \$2.00. Four credits.

Science 303. ADVANCED CHEMISTRY.

A study is made of fuels, water, sewerage, paint and varnish, etc. Prerequisite: Science 302. Two single and two double periods a week for the third quarter. Laboratory fee, \$2.00. Four credits.

Science 401. PHYSICS.

This course covers briefly the main topics in mechanics. The students are given instructions that will prepare them to teach high school physics as well as to introduce them to one of the most important of our modern sciences. Two single and two double periods a week for the first quarter. Laboratory fee, \$2.00. Four credits.

Science 402. PHYSICS.

This is a continuation of Science 401. Heat and electricity are taken up for study during the quarter. Prerequisite: Science 401. Two single and two double periods a week for the second quarter. Laboratory fee, \$2.00. Four credits.

Science 403. PHYSICS.

This is a continuation of Science 402, which is a prerequisite. Two single and two double periods a week for the third quarter. Laboratory fee, \$2.00. Four credits.

SOCIAL SCIENCE

HISTORY AND POLITICAL SCIENCE

The following courses are required for majoring and minoring in History:

Requirements for a major:

SSc. 113, Citizenship; SSc. 151-152, American History	9 hours
SSc. 261-262-263, History of Civilization	9 hours
SSc. 311-312-313, Modern History	9 hours
SSc. 401-402, Sociology	6 hours
Electives: Three additional courses in Social Science	9 hours

Requirements for a minor:

SSc. 113, Citizenship; SSc. 151-152, American History	9 hours
SSc. 261-262-263, History of Civilization	9 hours
SSc. 311-312-313, Modern History	9 hours
Electives: Two additional courses in Social Science	6 hours

Social Science 113. CITIZENSHIP.

Consideration of the organization, administration, and legislative aspects of the American government; study of the major problems

of government, both national and international, social economic by debates, problems, reports, and discussions; observations and investigations by visits to political institutions, such as courts, city councils, legislatures, etc.; intelligent and active citizenship stressed through participation in civic activities and study of vital current problems. Students subscribe for one periodical for the duration of the course. Three periods a week for the third quarter. Three credits.

Social Science 151. AMERICAN HISTORY.

From the beginning of America to 1828. A survey of the background of American history; establishment of European institutions in America; the English settlements, development under the colonial system, the break with England and the eventful struggle for independence, formation of the Union, and the organization of the United States. Three periods a week for the first quarter. Three credits.

Social Science 152. CONTEMPORARY AMERICAN HISTORY.

From 1828 to the present time. The growth of nationalism; the economic revolution, the frontier, slavery, development of sectionalism, and their influence on the development of American nationality; testing of the Union in the Civil War; political, social, and economic reconstruction; woman movement; the second industrial revolution, growth of big business, organized labor, tariff and silver controversy; America as a world power; problem of the Monroe Doctrine; expansion of domestic and foreign activities of the government; imperialism; American participation in the World War; reconstruction; participation of America in international affairs since the World War. Three periods a week for the second quarter. Three credits.

Social Science 113e, 151e, and 152e are same as the above except that they are offered for students in Curricula I and II. Teaching problems for the elementary grades are considered in these subjects. Social Science 113e is offered each quarter; Social Science 151e is offered the second quarter; and Social Science 152e is offered the third quarter.

Social Science 261. HISTORY OF CIVILIZATION.

From prehistoric times to 395 A. D. A survey of the bases of modern civilization: interrelations of man and nature—astronomical, geological, geographical, biological factors—prehistoric and primitive cultures; history of the ancient civilizations of the Near East and of the Far East, of the Mediterranean and the West, and the classical civilizations to the barbarian invasions, surveying the interrelations of economic, social, and political life to form a preparation and background for the study of the influences of these peoples upon medieval civilizations, and also to give the student a real understanding of the ancient foundations of our modern civilization. Three periods a week for the first quarter. Three credits.

Social Science 262. HISTORY OF CIVILIZATION.

From 395 A. D. to 1815. Beginning with the barbarian invasions, the course deals with medieval civilizations of the Near East,

revival of western cultures, monasticism, feudalism, revival of medieval towns, spread of Islam, Crusades, Mongols, Far East; treats the important political, economic, and intellectual achievements, such as city-states, early national states, the Renaissance, commercial revolution and expansion of Europe, spirit of reform and of revolt, monarchy by divine right, and the various aspects of the "Old Regime," American and French Revolutions, Napoleonic Wars and the Congress of Vienna. Three periods a week for the second quarter. Three credits.

Social Science 263. HISTORY OF CIVILIZATION.

From 1815 to the present time. Beginning with a study of the work of the Congress of Vienna in reshaping the map of Europe, the course presents a survey of the Economic Revolution, development of the national states of Italy and Germany, the Third French Republic, the rise of Russia, intellectual achievements of the nineteenth and twentieth centuries, modern social problems, growth of liberalism, nationalism, and democracy, United States as a world power, imperialism in Africa and the Orient, the World War, reconstruction and the growth of internationalism. Three periods a week for the third quarter. Three credits.

Social Science 301. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES.

A study of the economic factors and motives influencing the discovery, colonization, and development of America; commercial enterprises and various other economic groups and interests determining colonial development and the economic areas of the United States; economic considerations motivating the westward movement; development of invention and change from the domestic to the factory system of production with the resultant changes in our economic organization in agriculture, commerce, industry, and finance; the influence of these factors upon political parties and national policies; position of America in world economic affairs today, commercial imperialism, etc. Three periods a week for the first quarter. Three credits.

Social Science 311-312-313. MODERN HISTORY.

The nineteenth century and the twentieth century. Beginning with the industrial revolution, this course develops the intricate problems of modern civilization. Historical research is a required part of this course. Prerequisites: Social Science 261-262-263, or its equivalent.

Social Science 311. NINETEENTH CENTURY.

The period of nationalism and democracy to the Third French Republic (1870). Three periods a week for the first quarter. Three credits.

Social Science 312. NINETEENTH-TWENTIETH CENTURIES.

The period of capitalistic imperialism (1870-1914). Three periods a week for the second quarter. Three credits.

Social Science 313. MODERN TRENDS.

Problems growing out of the World War, 1914 to date. Study of source of materials from current books and periodicals. Three periods a week for the third quarter. Three credits.

Social Science 380. CURRENT PROBLEMS.

Prerequisite: Nine quarter hours of Social Science. This is a course in current national and international problems. It attempts to train students in the intelligent use of newspapers and magazines, to cultivate the ability to look at both sides of present-day questions and to form a wise judgment regarding them, to develop interest in all subjects by showing their application to real life, and to train for active responsible citizenship through cultivating an interest in civic problems. A study of the major current problems will be conducted through class discussions, open forums, reports, projects, cartoons, debates, bulletin board, current event file, observations and investigations by visits to courts, legislatures, conferences, pageants, celebrations, etc., and by public addresses by public officials, educators, leaders, etc., and by slides and motion pictures bearing upon important current events. Students subscribe for one periodical for the duration of the course. Offered each quarter. One period a week. One credit. Maximum credit three hours.

Social Science 415. PRESIDENTIAL AND PARLIAMENTARY GOVERNMENTS.

(Not open to first and second year students.) This course is devoted to a study of the principles and forms of governments in general, to a descriptive and analytical study of the Government of the United States, National and State, and to a survey of the Parliamentary governments of Europe. A study is also made of some of the most important problems of modern government, such as nationalism and national defense, regulation of economic and social activities by government, political parties, legislative methods, popular control, American international policies, with especial reference to Pan-American relationships, World Court and League of Nations. Prerequisites: Social Science 113, 151-152; and Social Science 261-262-263; or Social Science 311-312-313. Three periods a week for the third quarter. Three credits.

GEOGRAPHY**Social Science 116. GEOGRAPHY OF THE UNITED STATES.**

This course is devoted to a study of the physical features of the United States—shape of coast line, mountains, drainage, climate, accessibility; resources—character of soil and agricultural advantages, material resources; commercial advantages—location with reference to Western Europe, Latin-America, Canada, and the Pacific; river systems as aid to internal and foreign commerce; principal harbors; the natural and geographic regions—physiographic, climatic, industrial, and the reaction of man to the geographic environment in each region. A brief survey is given of the geographic conditions in relation to their influences on the course of American history. A study is also made of the geographic, economic, and historical factors affecting current national and international problems. The geographic material is largely organized as projects, problems, and type studies. Three periods a week for the first quarter. Three credits.

Social Science 216. GEOGRAPHY OF EURASIA.

This course consists of an intensive study of selected countries of Europe and Asia with reference to the topography, climate, industries, and people of each, a brief survey of man's adjustment to the physical environment in various natural regions of Europe and Asia, such as the Ruhr, the Black Country, the Paris Basin, the Alps, the forest lands of Scandinavian Peninsula, the Po Valley in Europe, and a detailed study of the geographic regions of India, China, and Japan with brief survey of other regions, the aim being to discover features, natural and cultural, which give character to each region, and to explain similarities and differences in the use to which land and resources are put. The political geography of nations, their current geographic problems, and the geographic aspects of European and Asiatic participation in world affairs also receive treatment. Three periods a week for the first quarter. Repeated the second quarter. Three credits.

Social Science 217. GEOGRAPHY OF SOUTHERN LANDS.

This course attempts to interpret the geography and spirit of Latin America, and its relation to the United States and the world, through a geographic study of Mexico, Central America, the Caribbean, South America, with an intense study of selected countries and regions; a geographic survey of the physical and regional aspects and settlement and development, with an anthropological study of the natives of Africa, Australia, and Oceania. The similarities and individualities are analyzed with reference to the background of their natural setting, and their development in relation to natural regions and natural resources, and with reference to imperialism of modern world powers. Three periods a week for the third quarter. Three credits.

ECONOMICS**Social Science 401. PRINCIPLES OF ECONOMICS.**

The course consists of an introductory approach to the science of economics, followed by a study of principles and problems, which include value and exchange. Three periods a week for the first quarter. Three credits.

Social Science 402. PRINCIPLES OF ECONOMICS.

This is a continuation of Social Science 401. It includes principles and problems of distribution, problems of industry, labor, government, and public finance. Three periods a week for the second quarter. Three credits.

SOCIOLOGY**Social Science 411-412. SOCIOLOGY.**

The principles of pure Sociology are studied as a background for applied Sociology.

Social Science 411. PURE SOCIOLOGY.

The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions,

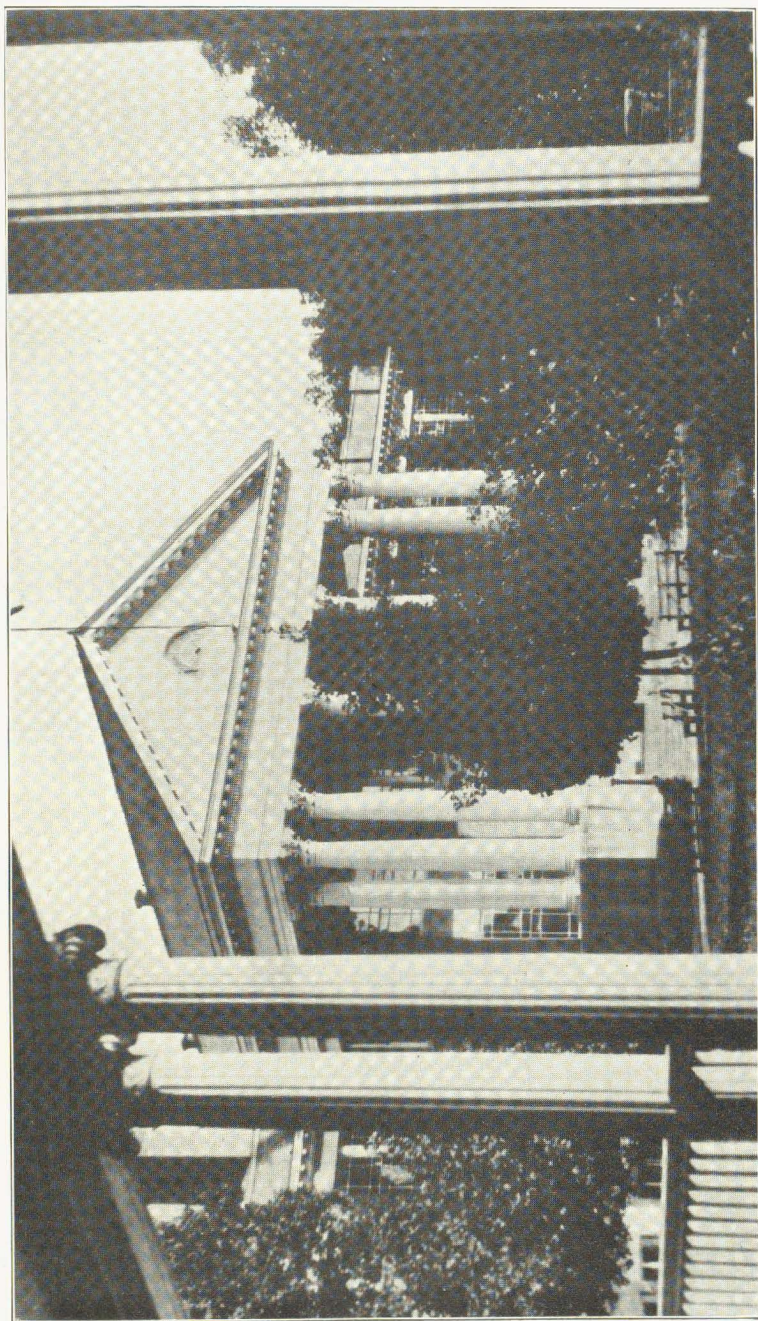
representing each type, are given intensive study. Three periods a week for the first quarter. Three credits.

Social Science 412. APPLIED SOCIOLOGY.

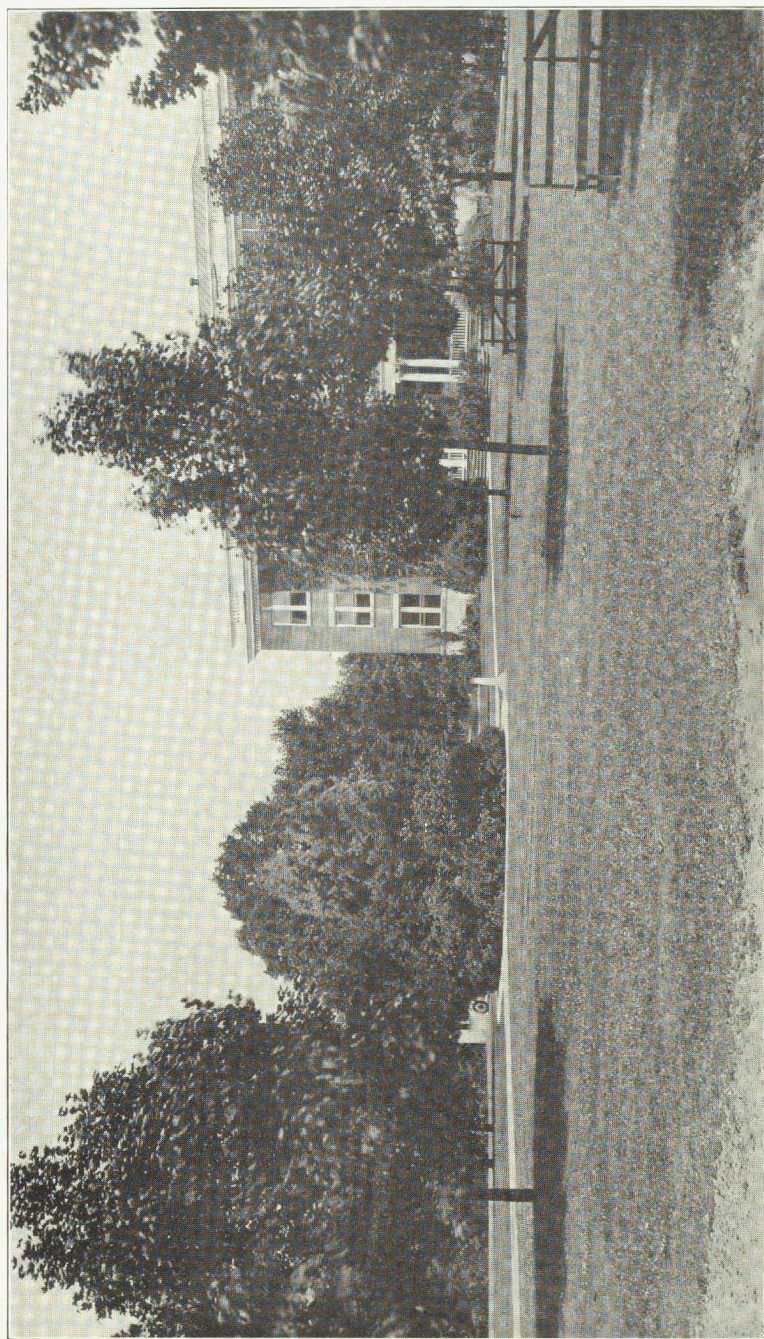
The principles studied in Pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first-hand investigations include group studies of local industries, local social problems, and methods of scoring social activities. These first-hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to every-day life. Three periods a week for the second quarter. Three credits.

CANDIDATES FOR THE B. S. DEGREE

Allen, Elizabeth	Lacy, Virginia
Barnes, Garnette B.	Lawrence, Margaret
Bates, Thelma Elaine H.	Leacock, Rebecca
Boulware, Edith Graham	Mitchell, Mary Frances
Broaddus, Loula Maron	Oakley, Virginia
Broaddus, M. Susie	Omohundro, Dora
Bryan, URLA Wentworth	Pancoast, Virginia J.
Christic, Eva Mann	Parsons, Viola
Clark, Mary Dawson	Pfalzgraf, Adele
Conner, Elvere Augusta	Pitts, Mary Elizabeth
Corbin, Adele	Presson, Anne Stachie
Corkins, Jane Elizabeth	Quinn, Margaret Lee
Davis, Elsie A.	Sager, Goldie
Dunkum, Carrie	Scott, Margaret C.
Ficklin, Catherine	Steen, Mary Arline
Edwards, Blanche	Stewart, Edna Emma
Edwards, Frances	Stewart, Lucy Jeanette
Garland, Clarence Randolph	Stringfellow, Mary Annice
Garnett, Mary Louise	Tankard, Anne Nottingham
Hamlin, Daisy Bell	Taylor, Grace Elizabeth
Healey, Minnie Byrd	Thornton, Evelyn Cecile
Hooper, Kathryn	White, Gladys Myrtle
Howard, Elsie Muriel	White, Josephine Jerrell
Jones, Evelyn Estelle	Willis, Beryl Barber
Jones, Kathryn	Wright, Emily



SCENES WITHIN THE QUADRANGLE



SECTION OF CAMPUS AND FRANCES WILLARD HALL

CANDIDATES FOR THE TWO-YEAR DIPLOMA

Ailsworth, Emily Rae

Ballard, Alice

Barker, Hildred

Barr, Josephine

Beale, Effie

Beale, Mary

Bodine, Miriam Marshall

Boswell, Beulah Gertrude

Bowen, Mary A.

Broaddus, Lena Wortham

Bruce, Gertrude Emma

Burgandine, Elisabeth

Callis, Dorothy Barrow

Careman, Margaret Frances

Carneal, Ethel Ruth

Chinault, Ethel Lois

Cluverius, Waddy Wilde

Collier, Nan Sinclair

Courtney, Alma Beatrice

Crowder, Willie Edna

Daughtrey, Kathryn

Denson, Vyzeille

Douboi, Stashie

Duffy, Lucille

Durham, Alma Grey

Ellerton, Ethel May

Ellmore, Hannah

Freeman, Margaret L.

Hall, Eleanor Emeline

Hand, Mayme Davis

Harding, Nancy Dillard

Harrow, Elizabeth Nelson

Hawkins, Miriam Frances

Hepler, Minnie Lee

Higgins, Madge E.

Hobgood, Eva

Horton, Mary Leigh

Hurst, Martha Turnbull

James, Ada Joe

Jefferson, Kathleene Ennis

Johnson, Frances Edmonds

Jones, Corine

Kalnen, Margaret Rose

LeGallais, Lucy Elizabeth

Luck, Dorothy Anne

Luther, Jeannette Ballard

McDonald, Alberta

Miller, Genevieve

Mister, Lucy Allison

Mitchell, Doris

Mundy, Doris Doughtie

Mylum, Aubria

Mylum, Inez

Owen, Delma Morgan

Perdue, Lillian M.

Riggin, Gladys Moore

Rodgers, Mary Jeanette

Saunders, Elizabeth

Sellars, Nettie Inez

Shultz, Mary Kathryn

Sledd, Mary Patricia

Smith, Genevieve

Sowers, Helen Margaret

Spencer, Jessie M.

Staples, Gladys

Wallace, May Ree Erline

White, Estelle

Williams, Velma Louise

Wood, Lillie May

Yeatts, Kyle

Yeatts, Virginia Hodges

Yowell, Frances Mae

REGISTER OF COLLEGE STUDENTS

SESSION 1929-30

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Ailsworth, Emily R.	Urbanna	Middlesex
Allen, Elizabeth	Blantons	Caroline
Anderson, Ellen	Charleston	South Carolina
Andrews, Maud	Mt. Landing	Essex
Andrews, Thelma	Central Point	Caroline
Apperson, Mrs. Frances	Fredericksburg	Spotsylvania
Apperson, Jewel	Fredericksburg	Spotsylvania
Applewhite, Mary Ethel	Courtland	Southampton
Archibald, Alice	Newport News	Warwick
Ashby, Henrietta	Cape Charles	Northampton
Ayers, Mary	Woodford	Caroline
Bailey, Grace	Kinsale	Westmoreland
Baird, Eileen	Waverly	Sussex
Ballard, Alice	Markham	Fauquier
Barger, Sarah	Savannah	Georgia
Barker, Hildred	Leedstown	Westmoreland
Barnes, Garnette	Avalon	Northumberland
Barnett, Elizabeth	Fredericksburg	Spotsylvania
Barr, Josephine	Danville	Pittsylvania
Bates, Thelma	Norfolk	Norfolk
Beale, Effie	Franklin	Southampton
Beale, Mary	Franklin	Southampton
Beazely, Lillian	Milford	Caroline
Bell, Agnes	Doswell	Hanover
Belote, Alice	Onancock	Accomac
Berson, Mae	Portsmouth	Norfolk
Bickers, Kitty	Culpeper	Culpeper
Blalock, Mary L.	Baskerville	Mecklenburg
Blanton, Anna S.	Newport News	Warwick
Bodine, Miriam	Wilmington	North Carolina
Boggs, Minnie	Melfa	Accomac
Boston, Julia Lee	Richmond	Henrico
Boswell, Beulah	Barhamsville	New Kent
Boswell, Susan Louise	Burkeville	Nottoway
Boulware, Edith	Fredericksburg	Spotsylvania
Bowen, Mary	Hume	Fauquier
Brent, Anne	Ottoman	Lancaster
Brewer, Clara	Yale	Sussex
Broaddus, Lena	Bowling Green	Caroline
Broaddus, Margaret	Bowling Green	Caroline
Broaddus, L. Maron	Manassas	Prince William
Broaddus, Mary Susie	Bowling Green	Caroline
Brothers, Ina Grace	Elizabeth City	North Carolina
Brown, Alice Mae	Urbanna	Middlesex
Brown, Eleanor	Lynchburg	Campbell
Bruce, Gertrude	Bowling Green	Caroline
Bryan, Urla	Norfolk	Norfolk

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Bryant, Anne Virginia	Richmond	Henrico
Burch, Eugenia W.	Nesting	Middlesex
Burch, Helen M.	Hopewell	Prince George
Burgandine, Elizabeth	Culpeper	Culpeper
Burgess, Frances M.	Capron	Southampton
Burruss, Mildred M.	Spotsylvania	Spotsylvania
Burton, Sara M.	Wachapreague	Accomac
Callis, Dorothy	Alberta	Brunswick
Campbell, Addie	Milford	Caroline
Campbell, Bessie	Richmond	Henrico
Campbell, Natalie	Hanover	Hanover
Carmean, Frances	Cape Charles	Northampton
Carneal, Ruth	Penola	Caroline
Carter, Margaret Bruce	Haymarket	Prince William
Carter, Mary L.	Haymarket	Prince William
Cowles, Mary Lola	Toano	James City
Chambers, Mary D.	Hartsville	South Carolina
Chappell, Douglas	Urbanna	Middlesex
Chilton, Lynda	Somers	Lancaster
Chinault, Ethel L.	Smoots	Caroline
Chinn, Grace	Fredericksburg	Spotsylvania
Christie, Eva M.	Sinks Grove	West Virginia
Clark, Mary D.	Walnut Point	Northumberland
Clements, Mary L.	Newport News	Warwick
Cline, Evelyn	Fredericksburg	Spotsylvania
Cluverius, Waddy	Little Plymouth	King and Queen
Coakley, Mrs. Edna	Colonial Beach	Westmoreland
Coakley, Margaret P.	Ferrell	King George
Cobb, Mary Owen	Sebrell	Southampton
Collier, Nan S.	Hampton	Elizabeth City
Collins, Eulalia Thomas	Cologne	King and Queen
Conner, Anna Virginia	Manassas	Prince William
Conner, Elvere A.	Manassas	Prince William
Cook, Mrs. Roy S.	Fredericksburg	Spotsylvania
Cook, Ruby Smoot	Smoots	Caroline
Corbin, Adele	Fredericksburg	Spotsylvania
Corkins, J. Elizabeth	Riverdale	Maryland
Cornwell, Lois E.	Sedley	Southampton
Corr, Lucy Virginia	Little Plymouth	King and Queen
Coulbourne, Thelma	Horntown	Accomac
Courtney, Beatrice A.	Dunbrooke	Essex
Covington, Muriel O.	Kidds Fork	Caroline
Cox, Muriel	Guinea	Caroline
Crampton, Mary	Berryville	Clark
Crowder, Willie Edna	Brodnax	Brunswick
Crowe, Georgia	Cumnor	King and Queen
Croxton, Alice	Lane View	Essex
Dalby, Madge	Norfolk	Norfolk
Dameron, Helen B.	Tucker Hill	Westmoreland
Dance, Virginia	Baltimore	Maryland
Daughtrey, Kathryn	Wakefield	Sussex
Daughtrey, Sarah	Franklin	Southampton

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Davis, Caroline H.	New Bern	North Carolina
Davis, Elizabeth	Sweet Hall	King William
Davis, Mrs. Elsie	Aberdeen	Maryland
Denson, Vyzelle	Portsmouth	Norfolk
Decker, Rosalind	Capahosic	Gloucester
Derrick, Lucile C.	Stafford	Stafford
Dix, Dorothy	Urbanna	Middlesex
Dooboi, Stashie	Vineland	New Jersey
Doty, Dorothy	Savannah	Georgia
Downing, Elizabeth M.	Burgess Store	Northumberland
Downs, Marguerite	Warrenton	Fauquier
Driver, Dorothy E.	Hampton	Elizabeth City
DuBose, Martha L.	Macon	Georgia
Duffy, Lucille	Haymakertown	Botetourt
Dunkum, Carrie	Portsmouth	Norfolk
Durham, Alma G.	Bestland	Essex
Dwyer, Meda Verga	Washington	Rappahannock
Edwards, Blanche E.	Edwardsville	Northumberland
Edwards, Mrs. C. A.	Bowling Green	Caroline
Edwards, Frances A.	Edwardsville	Northumberland
Ehler, Eugenia	Suffolk	Nansemond
Ehler, Lois	Suffolk	Nansemond
Ellerton, Ethel	Norfolk	Norfolk
Elliotte, Myrtle	Norfolk	Norfolk
Elmore, Hannah	Purcellville	Loudoun
Elmer, Virginia C.	Fredericksburg	Spotsylvania
Epperson, Louise	Hopewell	Prince George
Ewan, Virginia	Sandston	Henrico
Fager, Rose Virginia	South Norfolk	Norfolk
Faircloth, Mrs. Rebbe Corbin	Fredericksburg	Spotsylvania
Faison, Alice Mildred	Wakefield	Sussex
Farley, Mattie Todd	McKenney	Dinwiddie
Farmer, Gaynell E.	Port Royal	Caroline
Faville, Thelma	Fredericksburg	Spotsylvania
Fell, Inez	Guinea	Caroline
Ficklin, Catherine	Aberdeen	Maryland
Finley, Marguerite	Delaplane	Fauquier
Finney, Marie	Onancock	Accomac
Flippo, Janie C.	Guinea	Caroline
Fones, Marcia E.	Foneswood	Westmoreland
Freeman, Claire	Fredericksburg	Spotsylvania
Freeman, Margaret	Jeffs	York
Friedley, Ethel M.	Lynchburg	Campbell
Fuller, Carmie	Honaker	Russell
Gallagher, Kathryn C.	Roselle Park	New Jersey
Garland, Clarence	Lynchburg	Campbell
Garnett, Louise	Fredericksburg	Spotsylvania
Garrett, Blanche	Center Cross	Essex
Garrett, Estelle	Newport News	Warwick
Gentry, Wilma	Clifton Station	Fairfax
Gibbs, Frances	Cape Charles	Northampton

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Gill, Sadie	Sampson's Wharf	Northumberland
Ginder, Elsie	Fredericksburg	Spotsylvania
Glenn, Jane	Dragonville	King and Queen
Godwin, Elizabeth	Newport News	Warwick
Goldstein, Margaret	Hampton	Elizabeth City
Goldsworthy, Clara	Alexandria	Prince William
Goodloe, Elsie	Fredericksburg	Spotsylvania
Goodloe, Nannie	Fredericksburg	Spotsylvania
Gordon, Margaret	Flatrun	Orange
Gouldman, Lavalette	Index	King George
Gouldman, Rouzie	Index	King George
Gray, Lucie Mae	Allnutt	King George
Greenlaw, Virginia	Fredericksburg	Spotsylvania
Griffin, Margaret	Clarendon	Arlington
Griffith, Eleanor	Emmerton	Richmond
Hall, Eleanor	King and Queen	King and Queen
Hall, Hannah	King and Queen	King and Queen
Hamlin, Daisy	Danville	Pittsylvania
Hammack, Louise	Rawlings	Brunswick
Hand, Mayme	Belmont	Spotsylvania
Harding, Nancy	Cradock	Norfolk
Harding, Virginia	Irvington	Lancaster
Harper, Ida	Dunnsville	Essex
Harris, Anne	Lahore	Orange
Harris, Sara	Betterton	Maryland
Harrow, Elizabeth	Deltaville	Middlesex
Hart, Dorothy	Hartfield	Middlesex
Hart, Ethelene	Whaleyville	Nansemond
Hart, Nettie Scott	Summit	Spotsylvania
Hash, Ruth	Kindrick	Grayson
Hawkins, Elizabeth	Brock Road	Spotsylvania
Hawkins, Miriam Frances	Petersburg	Dinwiddie
Healy, Frances	Montross	Westmoreland
Healy, Minnie Byrd	Montross	Westmoreland
Heflin, Marie	Fredericksburg	Spotsylvania
Hepler, Minnie Lee	Millboro	Bath
Hester, Dorothy	Atlanta	Georgia
Hickerson, Sue	Culpeper	Culpeper
Hicks, Alberthine	Cape Charles	Northampton
Higgins, Madge	Woodford	Caroline
Hilldrup, Mrs. R. LeRoy	Spotsylvania	Spotsylvania
Hobgood, Eva	Oxford	North Carolina
Hooper, Kathryn	Maryton	Caroline
Horton, Mary Leigh	Whaleyville	Nansemond
Howard, Lorraine	Cranford	New Jersey
Howard, Muriel	Norfolk	Norfolk
Howell, Margaret	Goldsboro	North Carolina
Hudgins, Elizabeth	Mathews	Mathews
Hudson, Helen	Fredericksburg	Spotsylvania
Huffman, Olive	Hemp	Stafford
Hughes, Gayzelle	Ellerson	Hanover
Hughes, Virginia	Cape Charles	Northampton
Hunter, Anna	King George	King George

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Hurst, Martha -----	New Bern -----	North Carolina
Huyett, Louise -----	Berryville -----	Clark
Irby, Alice -----	Blackstone -----	Nottoway
Jackson, Mary -----	Austinville -----	Wythe
James, Ada Joe -----	Palmer -----	Lancaster
James, Virginia -----	White Stone -----	Lancaster
Jefferson, Kathleene -----	Danville -----	Pittsylvania
Jeffries, Judith -----	Shacklefords -----	King and Queen
Jenkins, Elizabeth -----	Culpeper -----	Culpeper
Jensen, Olga -----	Norfolk -----	Norfolk
Johnson, Frances -----	Warrenton -----	Fauquier
Johnson, Myrtle Janet -----	Morattico -----	Lancaster
Johnson, Virginia -----	Hampton -----	Hampton
Johnston, Christine -----	Lynchburg -----	Campbell
Jones, Corene -----	Brodnax -----	Brunswick
Jones, Evelyn -----	Irvington -----	Lancaster
Jones, Kathryn -----	Fredericksburg -----	Spotsylvania
Jones, Louise -----	Kenbridge -----	Lunenburg
Jones, Madaline -----	Wachapreague -----	Accomac
Jones, Maurine -----	Quantico -----	Prince William
Jones, Nancy -----	Salem -----	Roanoke
Jordan, Sarah -----	Hartsville -----	South Carolina
Joslyn, Sarah -----	Cobbs Creek -----	Mathews
Kalnen, Margaret -----	Castle Hayne -----	North Carolina
Keister, Ellen -----	Salem -----	Roanoke
Kilmon, Mary -----	Onancock -----	Accomac
King, Ada Elizabeth -----	Fredericksburg -----	Spotsylvania
King, Gladys -----	Newport News -----	Warwick
King, Norene -----	Gasburg -----	Brunswick
Kirkpatrick, Margaret -----	Kents Store -----	Fluvanna
Kirsner, Mildred -----	Hampton -----	Hampton
Kite, Gladys -----	Culpeper -----	Culpeper
Kyle, Helen -----	Newport News -----	Warwick
Lacy, Virginia -----	Rocky Mount -----	North Carolina
Lankford, Josephine -----	Stevensville -----	King and Queen
Lanier, Doris -----	Carson -----	Dinwiddie
Lawrence, Catherine -----	Franklin -----	Southampton
Lawrence, Isobel -----	New Bern -----	North Carolina
Lawrence, Margaret -----	New Bern -----	North Carolina
Lawson, Lola -----	Jeffs -----	York
Leacock, Rebecca -----	Fredericksburg -----	Spotsylvania
LeGallais, Lucy -----	New Bern -----	North Carolina
Leigh, Aurelia -----	Norfolk -----	Norfolk
Lodge, Margaret -----	Highland Springs -----	Henrico
Loomis, Marjorie -----	Cherrydale -----	Arlington
Looney, Vernie -----	Grundy -----	Buchanan
Luck, Dorothy -----	Richmond -----	Henrico
Luther, Jeanette -----	Danville -----	Pittsylvania

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
MacGreggor, Belle	Stafford	Stafford
McAtee, Emma	Berryville	Clarke
McAtee, Richie	Berryville	Clarke
McDonald, Alberta	Elizabeth	New Jersey
McGinniss, Mabel	Index	King George
McKenney, Mildred	Fredericksburg	Spotsylvania
McKenry, Ruth	Lynchburg	Campbell
McKenzie, Grace	Asheville	North Carolina
McWhirt, Madaline	Falmouth	Spotsylvania
Magee, Mary	Yale	Sussex
Mapp, Corenne	Exmore	Northampton
Marsh, Kathryn	Lynchburg	Campbell
Marsh, Ruth	Miskimon	Northumberland
Mason, Virginia	Baskerville	Mecklenburg
Matz, Josephine	Exeter	Wise
Mears, Helen	Bloxom	Accomac
Middleton, Dixie	Rocky Mount	North Carolina
Miles, Mollie	Willis Wharf	Northampton
Miller, Frances Helen	Milford	Caroline
Miller Genevieve	New Bern	North Carolina
Miller, Margaret	New Bern	North Carolina
Mister, Lucy	Capeville	Northampton
Mitchell, Doris	Skippers	Greensville
Mitchell, Evelyn	Danville	Pittsylvania
Mitchell, Frances	West Point	King William
Mitchell, Ida Gay	Walkerton	King and Queen
Mitchell, Margaret	Petersburg	Dinwiddie
Monroe, Gertrude	Hartwood	Stafford
Montgomery, Evelyn	Ghent	Kentucky
Montgomery, Lucia	Ghent	Kentucky
Moore, Daisy	Newport News	Warwick
Moore, Martha	Buchanan	Buchanan
Moore, Mary Virginia	Buchanan	Buchanan
Moore, M. Lora	Hampton	Hampton
Moren, Lois	Beulahville	King William
Morgan, Dorothy	Hartsville	South Carolina
Morrison, Emma	Wilmington	North Carolina
Morrison, Erma	Fredericksburg	Spotsylvania
Moss, Margaret	Fredericksburg	Spotsylvania
Mundy, Doris	Norfolk	Norfolk
Murchison, Alma	Rocky Mount	North Carolina
Murray, Ola	Beaverdam	Hanover
Mylum, Aubria	Ringgold	Pittsylvania
Mylum, Inez	Ringgold	Pittsylvania
Nash, Georgie	Lignum	Culpeper
Nichols, Ruby	Clifton Station	Fairfax
Noel, Louise	Lynchburg	Campbell
Norcum, Nedra	Portsmouth	Norfolk
Norman, Virginia	Biscoe	King and Queen
Oakley, Virginia	Phoebus	Elizabeth City
Omohundro, Dora	Lyell	Richmond
Ottesen, Lilli	Elko	Henrico
Owen, Delma	Long Island	Campbell

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Page, Isobelle	Blackstone	Nottoway
Pancoast, Virginia	Fredericksburg	Spotsylvania
Parker, Clara Woodward	Emporia	Greenville
Parker, Dorothy	Onley	Accomac
Parker, Myrtland	Newport News	Warwick
Parsons, Mrs. Viola C.	Fredericksburg	Spotsylvania
Patch, Velma	Glen Allen	Henrico
Pence, Theresa	South Boston	Halifax
Pendleton, Marietta	Norfolk	Norfolk
Pennington, Rubie	Hartsville	South Carolina
Perdue, Lillian	Danville	Pittsylvania
Peyton, Margaret	Fredericksburg	Spotsylvania
Pfalzgraf, Adele	Fairfax	Fairfax
Pitman, Ruby	Regina	Lancaster
Pittman, Ridia	Regina	Lancaster
Pitts, Mary Elizabeth	Sparta	Caroline
Poates, Opal	Howison	Spotsylvania
Poffenberger, Wilhelmina	New Market	Shenandoah
Poole, Della	Norfolk	Norfolk
Poplin, Elsie	Goldsboro	North Carolina
Powell, Elsie	Hampton	Hampton
Powell, Leonie	Danville	Pittsylvania
Powell, Margaret	Woodsboro	Maryland
Powell, Mildred	Norfolk	Norfolk
Powell, Susie	Fredericksburg	Spotsylvania
Presson, Anne	Dendron	Surry
Quattlebaum, Mrs. Gladys	Fredericksburg	Spotsylvania
Quinn, Margaret	Hampton	Hampton
Rae, Leota	Jarratt	Sussex
Ragland, Eliza	East Leake	Goochland
Ramey, Bernice	Grundy	Buchanan
Ramos, Henrietta	Danville	Pittsylvania
Ratcliffe, Annie	Falmouth	Spotsylvania
Rawlings, Mary	Fredericksburg	Spotsylvania
Rawls, Nellie	Franklin	Southampton
Reed, Frances	Hinnom	Westmoreland
Reed, Kathryn	Fredericksburg	Spotsylvania
Regal, Mary Elizabeth	Richmond	Henrico
Reinhardt, Margaret	Lynchburg	Campbell
Reynolds, Neva	Chatham	Pittsylvania
Rice, Helen	Ottoman	Lancaster
Richardson, Edith	Portsmouth	Norfolk
Richardson, Irene	Church View	Middlesex
Riggin, Gladys	Willis Wharf	Northampton
Riley, Eunice	Ark	Gloucester
Roberts, Marion	Franktown	Northampton
Roberts, Nellye	Eastville	Northampton
Robertson, Edith	Fredericksburg	Spotsylvania
Rodgers, Mary	Newport News	Warwick
Rogers, Evelyn	Pleasant Shade	Greensville
Rose, Honora	Durham	North Carolina
Rowe, Esther	Fredericksburg	Spotsylvania
Russell, Blanche	Fredericksburg	Spotsylvania

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Sager, Goldie	Front Royal	Warren
Sale, Mary Virginia	Moss Neck	Caroline
Saunders, Elizabeth	Newport News	Warwick
Saunders, Estelle	Fleeton	Northumberland
Scott, Catherine	Goldsboro	North Carolina
Scott, Margaret	Cape Charles	Northampton
Sear, Ida	Hampton	Hampton
Sellers, Inez	Cradock	Norfolk
Sheedy, Isobel	Jersey City	New Jersey
Sherr, Hilda	Suffolk	Nansemond
Shultz, Mary Kathryn	Danville	Pittsylvania
Slate, Emma Lee	Emporia	Greensville
Sledd, Mary Patricia	Ashland	Hanover
Smith, Ava Claire	Appalachia	Wise
Smith, Elizabeth	Macon	Georgia
Smith, Elva	Balboa Heights	Canal Zone
Smith, Genevieve	Ruther Glen	Caroline
Smith, Roberta	Lawrenceville	Brunswick
Sowers, Helen	Berryville	Clark
Spencer, Jessie	Saluda	Middlesex
Staples, Gladys	Fredericksburg	Spotsylvania
Steele, Audrey	Manassas	Prince William
Steen, Mary Arline	Norfolk	Norfolk
Stevens, Florine	Etna Mills	King William
Stevens, Mary Virginia	Newport News	Warwick
Stevens, Thelma	Mount	Stafford
Stewart, Edna	Glen Allen	Henrico
Stewart, Jeanette	Church View	Middlesex
Stimson, Cornelia	Spartanburg	South Carolina
Streagle, Lillie	Gloucester	Gloucester
Stringfield, Annice	Dendron	Surry
Sturtevant, Lillian	Savannah	Georgia
Sutton, Lucy Byrd	Powcan	King and Queen
Sutton, Margaret L.	Plain View	King and Queen
Tankard, Anne	Nassawadox	Northampton
Taylor, Annie Wood	Emporia	Greensville
Taylor, Grace	Urbanna	Middlesex
Terretta, Mary	Stony Creek	Sussex
Terretta, Polly	Stony Creek	Sussex
Thomas, Anna	Willis Wharf	Northampton
Thompson, Harriet	Stevensburg	Culpeper
Thornton, Evelyn	Courtland	Southampton
Thruston, Emily	Clopton	Gloucester
Thruston, Sarah	Clopton	Gloucester
Thruston, Marian	Shacklefords	King and Queen
Ticer, Virginia	Sampsons Wharf	Northumberland
Tilly, Gladys	Richmond	Henrico
Tinder, Virginia	Mine Run	Orange
Towles, Margaret	Lynchburg	Campbell
Tucker, Dorothy	Norfolk	Norfolk
Turner, Ethel	Burkeville	Nottoway
Turner, Mary	The Plains	Fauquier
Tyler, Nancy	Noel	Hanover
Tyler, Marie	Roanoke	Roanoke

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Upchurch, Elizabeth	Lawrenceville	Brunswick
Urquhart, Frances	Norfolk	Norfolk
Valiska, Ethel	Disputanta	Prince George
Vaughan, Carrie	Richmond	Henrico
Vaughan, Florence	Richmond	Henrico
Vaughan, Viola	Stevensville	King and Queen
Via, Lake Ellen	Pulaski	Pulaski
Vincent, Helen	Rosemary	North Carolina
Walker, Kathryn	Stevensburg	Culpeper
Walker, Thelma	Hampton	Hampton
Walker, Virginia	Bedford	Bedford
Wallace, Mary	Falmouth	Spotsylvania
Wallace, May Ree	Saluda	Middlesex
Waters, Louise	Goldsboro	North Carolina
Watts, Leslie	Orange	Orange
Waugh, Mae	Rhoadesville	Orange
Westbrook, Mary	Courtland	Southampton
Wheat, Ella	Litwalton	Lancaster
Wheeler, Clara Boyd	Clifton Forge	Alleghany
White, Estelle	Colerain	North Carolina
White, Gladys	Enfield	North Carolina
White, Jessie Stuart	Wakefield	Sussex
White, Josephine Jerrell	Fredericksburg	Spotsylvania
White, Nellie	Norfolk	Norfolk
Whitten, Ella	Bristol	Washington
Wilkerson, Marie	Center Cross	Essex
Will, Lucy	Warrenton	Fauquier
Williams, Velma	Norfolk	Norfolk
Willis, Mrs. Beryl	Fredericksburg	Spotsylvania
Willis, Nora	Fredericksburg	Spotsylvania
Wilmer, Anna	Betterton	Maryland
Winberry, Vada	Carter	Oklahoma
Wingfield, Mary	Fredericksburg	Spotsylvania
Wolfey, Elizabeth	Whaleyville	Nansemond
Wood, Lillie May	Hartfield	Middlesex
Wooldridge, Virginia	Phoebe	Elizabeth City
Wright, Emily	Norfolk	Norfolk
Wright, Kathryn	Oldhams	Westmoreland
Wright, Urbie	Oldhams	Westmoreland
Wyatte, Cornelia	Nesting	Middlesex
Yeatts, Kyle	Altavista	Campbell
Yeatts, Marguerite	Danville	Pittsylvania
Yeatts, Virginia	Danville	Pittsylvania
Yowell, Frances Mae	Mitchells	Culpeper

LIST OF STUDENTS—SUMMER, 1929

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Acree, Mary E.	Minor	Essex
Acree, Maxie	Minor	Essex
Allen, Elizabeth	Blantons	Caroline
Allensworth, Louise	Rollins Fork	King George
Allison, Elsie Lee	Norfolk	Norfolk
Allison, Kathryn Aline	Herndon	Fairfax
Bailey, Grace	Kinsale	Westmoreland
Bagley, Bessie	Gary	Lunenburg
Barger, Sarah	Savannah	Georgia
Barker, Hildred	Leedstown	Westmoreland
Bates, Thelma	Norfolk	Norfolk
Beale, Effie L.	Franklin	Southampton
Beane, Celeste	Lancaster	Lancaster
Beane, Mary	Mollusk	Lancaster
Berryman, Christine	Bristow	Prince William
Blake, Louise	Norfolk	Norfolk
Blalock, Mary	Baskerville	Mecklenburg
Bledsoe, Mary Byrd	Locust Grove	Orange
Bolter, Mrs. W. E.	Stony Creek	Sussex
Bond, Kathryn	Fredericksburg	Spotsylvania
Boothe, Dorothy	Wakefield	Sussex
Boothe, Lansdail B.	Heathsville	Northumberland
Booth, Louise M.	Heathsville	Northumberland
Boulware, Edith	Fredericksburg	Spotsylvania
Brady, Mary	Leesburg	Loudoun
Breeden, Alice	Manassas	Prince William
Brewer, Julia	Fredericksburg	Spotsylvania
Brown, Eloise G.	Lynchburg	Campbell
Brown, Josephine	Lignum	Culpeper
Bugg, Anne	Richmond	Henrico
Canaday, Mrs. Ruth	Fredericksburg	Spotsylvania
Carter, Emma W.	Manassas	Prince William
Cary, Winona	Chula	Amelia
Clarke, Kathleen	Vienna	Fairfax
Clevinger, Cleo	Grundy	Buchanan
Clift, Bernice	Comorn	King George
Cloe, Mary P.	Shackleton	Stafford
Cluverius, Grace	Little Plymouth	King and Queen
Coghill, Ellen	Caret	Essex
Coghill, Oena	Mt. Landing	Essex
Coleman, Elsie	Chase City	Mecklenburg
Cook, Mrs. Roy S.	Fredericksburg	Spotsylvania
Corbin, Adele	Fredericksburg	Spotsylvania
Corkins, J. Elizabeth	Riverdale	Maryland
Corprew, Augusta	Richmond	Henrico
Courtney, A. Beatrice	Dunbrooke	Essex
Courtney, Clayton	Millers Tavern	Essex

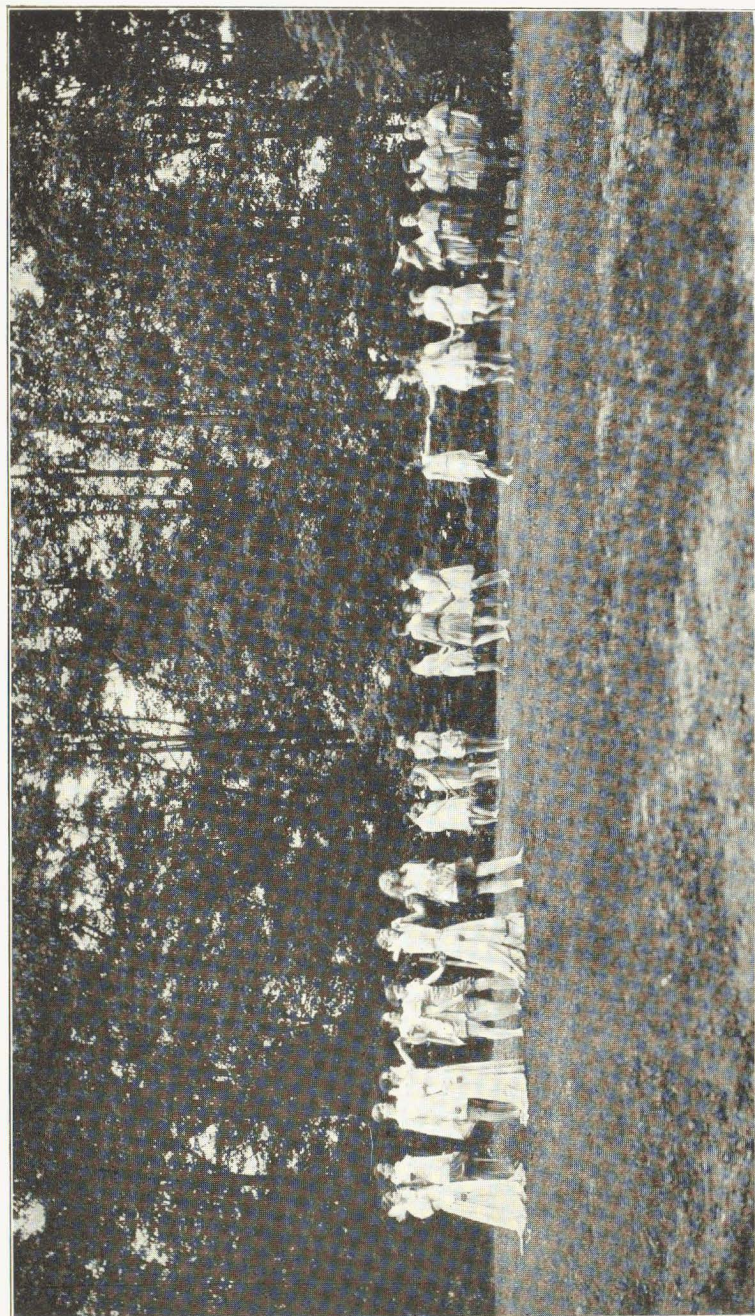
<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Courtney, Elizabeth	Fredericksburg	Spotsylvania
Courtney, Esther	Dunbrooke	Essex
Crabbe, Louise B.	Lyells	Richmond
Crampton, Mary	Berryville	Clarke
Crawford, Virginia	Chancellor	Spotsylvania
Crittenden, Rebecca	Catlett	Fauquier
Cropp, Elizabeth	Massaponax	Spotsylvania
Crouch, Josephine	Crouch	King and Queen
Crumley, Ruby	Bristol	Washington
Cummins, Mrs. R. L.	Hillsboro	Loudoun
Dameron, Virgie	Kinsale	Westmoreland
Danielson, Myrtle	Fredericksburg	Spotsylvania
Darnell, Marjorie	Pisgah	Maryland
Daughtrey, LeClaire	Drewry's Bluff	Chesterfield
Davis, Helen Porter	White Stone	Lancaster
Davis, Mrs. Nellie	Richmond	Henrico
DeAtley, Thelma	Oak Grove	Westmoreland
Dennis, Eula	Grundy	Buchanan
Dennis, Mary Ruth	Grundy	Buchanan
Dickinson, Elizabeth	Fredericksburg	Spotsylvania
Dickinson, Mrs. Carolyn	Fredericksburg	Spotsylvania
Dixon, Lydia	Hyacinth	Northumberland
Dulaney, Gladys	Etlan	Madison
Dickinson, Garnett	Richmond	Henrico
Dunkum, Carrie	Portsmouth	Norfolk
Dixon, Nettie	Hyacinth	Northumberland
Dunn, Janie R.	Dunnsville	Essex
Dunaway, Elizabeth	Merry Point	Lancaster
Duffey, Lucille	Haymakertown	Botetourt
Durham, Louise	Bestland	Essex
Douglas, Sedonia	Reedville	Northumberland
Dwyer, Hallie	Elkwood	Culpeper
Eastburn, Ruth Harper	Fredericksburg	Spotsylvania
Edmondson, Kathryn	Halifax	Halifax
Edwards, Blanche	Edwardsville	Northumberland
Edwards, Mrs. C. A.	Fredericksburg	Spotsylvania
Edwards, Edna E.	Edwardsville	Northumberland
Edwards, Frances	Edwardsville	Northumberland
Elam, Louise E.	Baskerville	Mecklenburg
Eley, Mrs. Ennis	Howison	Spotsylvania
Embrey, Mrs. Grace	Cromwell	Fauquier
Enders, Mary Phoebe	Baltimore	Maryland
Euliss, Mrs. Emma O.	Fredericksburg	Spotsylvania
Eustace, Hallie L.	Calverton	Fauquier
Everett, Ethel M.	Sharps	Richmond
Ferguson, Florrie	Como	North Carolina
Ferguson, Lillie A.	Hilton Village	Warwick
Fitchett, Sallie D.	Kiptopeke	Northampton
Foley, Mrs. W. M.	Haymarket	Prince William
Fones, Carrie L.	Nomini	Westmoreland
Franklin, Mrs. Beatrice B.	Roseville	Stafford
Freeman, Claire	Fredericksburg	Spotsylvania

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Gallagher, Kathryn	Elizabeth	New Jersey
Garner, Charlotte	Callao	Northumberland
Garnett, Louise	Fredericksburg	Spotsylvania
Garrett, Blanche	Center Cross	Essex
Garland, Mildred	Washington	D. C.
Gilmer, Emily	Bristol	Washington
Gilmore, Mrs. Courtney H.	Palmer Springs	Mecklenburg
Glazener, Alice	Chase City	Mecklenburg
Glenn, Jane Garrison	Dragonville	King and Queen
Glenn, Pansy	Dragonville	King and Queen
Gordon, Isobel	Lignum	Culpeper
Gordon, Lindsay	Lignum	Culpeper
Gouldman, Bruce	Horner's	Westmoreland
Gray, Eloise	Bealeton	Fauquier
Gray, Lucie Mae	Allnutt	King George
Gwyn, Mary Beatrice	Washington	D. C.
Hamlett, Mrs. Annie O.	South Hill	Mecklenburg
Hancock, Dean	Powhatan	Powhatan
Hansborough, Helen	Midland	Fauquier
Harbert, Mrs. H. T.	Fredericksburg	Spotsylvania
Harper, Mary	Mineral	Louisa
Harrell, Mary Frances	Norfolk	Norfolk
Harris, Mrs. Nellie W.	Spotsylvania	Spotsylvania
Harrow, Marian	Deltaville	Middlesex
Hart, Dorothy	Hartfield	Middlesex
Hayes, Elinor L.	Rollins Fork	King George
Hayes, Mrs. F. L.	Stony Creek	Sussex
Hayes, Grace E.	Bumpass	Louisa
Healy, Minnie Byrd	Montross	Westmoreland
Heflin, Mary E.	Cropp	Stafford
Helm, Mr. J. Thomas, Jr.	Midland	Fauquier
Hervey, Jeannette	Chase City	Mecklenburg
Hester, Dorothy	Atlanta	Georgia
Hite, Lucy B.	South Boston	Halifax
Hitt, Maud Ellis	Stevensburg	Culpeper
Hobgood, Eva	Oxford	North Carolina
Hockman, Maud E.	Rileyville	Page
Holland, Carolyn	Richmond	Henrico
Holland, Mary Bernice	Richmond	Henrico
Honeyman, Estelle	Petersburg	Dinwiddie
Houston, Mrs. Bernice	Lewes	Delaware
Howard, Lorraine	Cranford	New Jersey
Hudson, Rose	Lahore	Orange
Hugli, Alice	Fredericksburg	Spotsylvania
Humphries, Mrs. J. L.	Partlow	Spotsylvania
Humphries, Mrs. M. T.	Beaverdam	Hanover
Hurlock, Annie	Locust Grove	Orange
Jacob, Grace	Machipongo	Northampton
Jernigan, Grace	Blackstone	Nottoway
Jones, Edna Leake	Mineral	Louisa
Jones, Evelyn	Irvington	Lancaster
Jones, Kathryn	Fredericksburg	Spotsylvania

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Keel, Mrs. Alma	Fredericksburg	Spotsylvania
Keister, Ellen L.	Salem	Roanoke
Keller, Edith N.	Fredericksburg	Spotsylvania
Kephart, Mary Elizabeth	Herndon	Fairfax
Kessler, Esther F.	Newport News	Warwick
Klock, Clara	Woodford	Caroline
King, Norena	Gasburg	Brunswick
Lawrence, Margaret	New Bern	North Carolina
Lacy, Virginia	Rocky Mount	North Carolina
Layne, Edmonia	Fredericksburg	Spotsylvania
Leacock, Rebecca	Fredericksburg	Spotsylvania
Levy, Lucille	Partlow	Spotsylvania
Lewis, Esther	Danville	Pittsylvania
Lynch, Mabel	Richmond	Henrico
Lyon, Mattie May	Oxford	North Carolina
McConchie, Mary J.	Warrenton	Fauquier
McDonald, Alberta	Elizabeth	New Jersey
McDowell, Cora J.	Rescue	Isle of Wight
McGehee, Fenton	Kent's Store	Fluvanna
Madore, Ruth	Washington	D. C.
Marston, Lucy Carter	Litwalton	Lancaster
Mason, Luther L.	Don	Spotsylvania
Mays, Margaret J.	Sandidges	Amherst
May, Mr. W. H.	Richmond	Henrico
Meadows, Sylvia	Stanardsville	Greene
Metz, Grace E.	Manassas	Prince William
Mitchell, Amy I.	Waldrop	Louisa
Mitchell, Doris L.	Skippers	Greensville
Mitchell, Hilda	Lawrenceville	Brunswick
Moncure, Anne E.	Stafford	Stafford
Montague, Betty	Mt. Landing	Essex
Moore, Blanche	Paces	Halifax
Morrissett, Bessie L.	Midlothian	Chesterfield
Moss, Margaret	Fredericksburg	Spotsylvania
Motley, Louise	Mableton	Hanover
Motley, Lucy Mae	Mableton	Hanover
Muir, Grace Elizabeth	Reedville	Northumberland
Myers, Williette R.	Manassas	Prince William
Neale, Dorothy	Mundy Point	Northumberland
Noel, Louise E.	Lynchburg	Campbell
Nuckols, Josephine	Dry Fork	Pittsylvania
Nye, Ruby L.	Capahosic	Gloucester
Oakley, Virginia	Phoebus	Elizabeth City
Oglesby, Mrs. Carrie G.	Charlottesville	Albemarle
Omohundro, Dora	Lyells	Richmond
Ozlin, Mattie F.	South Hill	Mecklenburg
Pancoast, Virginia	Fredericksburg	Spotsylvania
Palmer, Rosa	Palmer Springs	Mecklenburg
Parker, Bessie Wood	Hickory	Norfolk
Parks, Annie E.	Reedville	Northumberland

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Parker, Sadie	Buckner	Louisa
Parker, Mrs. Mary Day	Wantagh	New York
Parsons, Mrs. Viola	Fredericksburg	Spotsylvania
Patton, Ethel	Midland	Fauquier
Payne, Elizabeth	Mineral	Louisa
Pearson, Mrs. Elizabeth S.	Caledonia	Goochland
Pettus, Dorothy	Woodford	Caroline
Penney, Lucille F.	Edenton	North Carolina
Perkins, Gretna	Perkinsville	Goochland
Phillippe, Gertie	Marye	Spotsylvania
Phippings, Edna	Owenton	King and Queen
Pietri, Adell	Richmond	Henrico
Pitts, Mary Elizabeth	Sparta	Caroline
Poindexter, Lucy Vaughan	Frederick Hall	Louisa
Poole, Della	Portsmouth	Norfolk
Pound, Reba	Elkwood	Culpeper
Powell, Margaret Louise	Woodsboro	Maryland
Powell, Margaret E.	Portsmouth	Norfolk
Pusey, Mrs. Charlotte Rice	Heathsville	Northumberland
Quattlebaum, Mrs. Gladys	Fredericksburg	Spotsylvania
Ragland, May	Danville	Pittsylvania
Ralph, E. Blanche	Keller	Accomac
Ratcliffe, Annie	Falmouth	Stafford
Reaves, Rubye	South Boston	Halifax
Regal, Mary Elizabeth	Richmond	Henrico
Reynolds, Grace	Hyacinth	Northumberland
Reynolds, Laura	Chancellor	Spotsylvania
Ribble, Frances LeBaron	Petersburg	Dinwiddie
Rice, Mary Iris	Comorn	King George
Richardson, Edith	Portsmouth	Norfolk
Roberts, Mrs. Octavia	Bell's Cross Roads	Louisa
Richardson, Mary Minor	Ino	King and Queen
Roberts, Hazel E.	Ellerson	Hanover
Robertson, Eliza Anne	Portsmouth	Norfolk
Robinson, Evelyn M.	Alexandria	Arlington
Rouzie, Ella B.	Richmond	Henrico
Rosenblatt, Frances	Portsmouth	Norfolk
Russell, Blanche	Fredericksburg	Spotsylvania
Sager, Goldie	Front Royal	Warren
Sanders, Louise	Spotsylvania	Spotsylvania
Sanford, Mrs. J. Thomas	Zacata	Westmoreland
Scott, Catherine	Goldsboro	North Carolina
Shaull, Louise E.	Newport News	Warwick
Simmons, Mabel	Kilmarnock	Lancaster
Sisson, Edna	Remo	Northumberland
Smith, Elizabeth	Macon	Georgia
Smith, Ruth	Alexandria	Arlington
Snead, Edith	Rockville	Hanover
Soutter, Olive S.	Washington	D. C.
Spence, Elmer	Tangier	Accomac
Spicer, Catherine	Mineral	Louisa
Stafford, Fannie Belle	Midland	Fauquier

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Staples, Gladys -----	Fredericksburg -----	Spotsylvania
Stearns, Elizabeth -----	Fredericksburg -----	Spotsylvania
Stephens, Annie -----	Midland -----	Fauquier
Stephens, Lorraine -----	Midland -----	Fauquier
Stevens, Edna M. -----	Mount -----	Stafford
Stewart, Jeannette -----	Church View -----	Middlesex
Stoneham, Lillian -----	Mollusk -----	Lancaster
Sydnor, Mrs. G. M. -----	Morattico -----	Lancaster
Sydnor, Virginia -----	Totuskey -----	Richmond
Tanner, Ouida -----	Etlan -----	Madison
Taylor, Catherine E. -----	Bowlers Wharf -----	Essex
Taylor, Etoile -----	Louisa -----	Louisa
Thomas, Fanny M. -----	Accomac -----	Accomac
Thompson, Mrs. Pauline K. -----	Paytes -----	Spotsylvania
Tolson, Olive -----	Stafford Store -----	Stafford
Trent, Elizabeth Page -----	Dillwyn -----	Buckingham
Turner, Hilda -----	Mollusk -----	Lancaster
Valiska, Amily -----	Disputanta -----	Prince George
Valiska, Ethel -----	Disputanta -----	Prince George
VanDeroef, Dorothy -----	Richmond -----	Henrico
Vaughan, Carrie -----	Newport News -----	Warwick
Vaughan, Florence -----	Newport News -----	Warwick
Walker, Alde -----	Heathsville -----	Northumberland
Watson, Kyra -----	Lowry -----	Bedford
Weymouth, Bertie -----	Callao -----	Northumberland
White, Mrs. Josephine J. -----	Fredericksburg -----	Spotsylvania
Wiglesworth, Thelma -----	Marye -----	Spotsylvania
Wiley, Mrs. H. D. -----	Irvington -----	Lancaster
Williams, Lillian -----	Homeville -----	Sussex
Williams, Sadie Mae -----	King and Queen -----	King and Queen
Williamson, Margaret -----	Fredericksburg -----	Spotsylvania
Willis, Mrs. Beryl Barber -----	Fredericksburg -----	Spotsylvania
Willis, Mrs. Mamie Eubank -----	Richmond -----	Henrico
Wilson, Virginia -----	Threeway -----	Westmoreland
Winfree, Jessie -----	Moseley -----	Powhatan
Wood, Mrs. G. N. -----	Lynchburg -----	Campbell
Wood, Hazel -----	Hilton Village -----	Warwick
Woodworth, Ruth H. -----	New Castle -----	Pennsylvania
Worley, Rose -----	Selma -----	North Carolina
Yancey, Julia -----	Buffalo Junction -----	Mecklenburg



CASTE, MID-SUMMER NIGHT'S DREAM IN NATURAL SETTING WITH FULL MOON LENDING ENCHANTMENT



**STUDENTS REGISTERED IN EXTENSION COURSES,
MOST OF WHICH WERE GIVEN COOPERA-
TIVELY BY THE STATE TEACHERS COL-
LEGE AND THE UNIVERSITY
OF VIRGINIA**

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Beam, Elizabeth -----	Fredericksburg -----	Spotsylvania
Berry, Louise -----	Orange -----	Orange
Besley, Elma -----	Alexandria -----	Fairfax
Biggers, Elizabeth C. -----	Alexandria -----	Fairfax
Bristow, Frances -----	Lloyds -----	Essex
Bruce, Elizabeth -----	Fredericksburg -----	Spotsylvania
Canady, Mrs. Ruth-Jerrell -----	Fredericksburg -----	Spotsylvania
Coghill, Ellen -----	Tappahannock -----	Essex
Coghill, Oena -----	Lloyds -----	Essex
Crouch, Josephine -----	Tappahannock -----	Essex
Dameron, Gladys -----	Fredericksburg -----	Spotsylvania
Ellis, Imogen -----	Lloyds -----	Essex
Eustler, Mrs. M. N. -----	Orange -----	Orange
Ficklin, Nettie -----	Fredericksburg -----	Spotsylvania
Galay, Wilmoth -----	Fredericksburg -----	Spotsylvania
Groves, Milton -----	Fredericksburg -----	Spotsylvania
Hall, Hattie Stewart -----	Fairfax -----	Fairfax
Harrow, Margaret -----	Lloyds -----	Essex
Harlow, Alvis -----	Alexandria, Route 5 -----	Arlington
Hatcher, Mary -----	Fredericksburg -----	Spotsylvania
Heflin, Mrs. Mary E. -----	Cropp -----	Stafford
Holloway, V. -----	Fredericksburg -----	Spotsylvania
Howdershell, Mrs. Josephine -----	Fairfax -----	Fairfax
Hutt, Edna -----	Fredericksburg -----	Spotsylvania
Hutt, Mildred -----	Fredericksburg -----	Spotsylvania
Jefferies, Ethel -----	Fairfax -----	Fairfax
Jones, Louise -----	Fredericksburg -----	Spotsylvania
Kennon, Agnes -----	Fredericksburg -----	Spotsylvania
Kincheloe, Mrs. Jas. W. -----	Fairfax -----	Fairfax
Lonergan, Mrs. Louise -----	Orange -----	Orange
Mann, Mrs. Mary E. -----	Ballston -----	Arlington
Melson, Gaynell -----	Fredericksburg -----	Spotsylvania
Millan, Lillian -----	Fairfax -----	Fairfax
Montague, Betty -----	Lloyds -----	Essex
Moore, Mrs. Hope J. -----	Rapidan -----	Culpeper

<i>Name</i>	<i>Post Office</i>	<i>County or State</i>
Powers, Susie -----	Lloyds -----	Essex
Pugh, Virginia -----	Fredericksburg -----	Spotsylvania
Reid, Audrey -----	Vienna -----	Fairfax
Rennolds, Katherine -----	Fredericksburg -----	Spotsylvania
Smith, Leola -----	Fredericksburg -----	Spotsylvania
Smith, R. L. -----	Fredericksburg -----	Spotsylvania
Stevens, Lola Lee -----	Fredericksburg -----	Spotsylvania
Tanner, Mrs. Lulu R. -----	Fairfax -----	Fairfax
Thomas, Bessie -----	Fredericksburg -----	Spotsylvania
Thomas, Elizabeth -----	Fredericksburg -----	Spotsylvania
Thompson, Edith -----	Fairfax -----	Fairfax
Watts, Gladys -----	Fredericksburg -----	Spotsylvania
Willis, Mrs. Beryl B. -----	Fredericksburg -----	Spotsylvania
Willis, Nora C. -----	Fredericksburg -----	Spotsylvania
Wilson, Christine -----	Fredericksburg -----	Spotsylvania
White, Mrs. Josephine J. -----	Fredericksburg -----	Spotsylvania
Wood, Elsie -----	Somerset -----	Orange
Wood, Violet -----	Somerset -----	Orange

SUMMARY OF STUDENTS

Enrollment in College Department, 1929-30	462
Enrollment in Summer Quarter, 1929—	
First Term	265
Second Term	257
Total for Summer Quarter	522
Total for Summer Quarter, less duplicates	294
Enrollment in Extension Department	62
Total number of college students served during year, less duplicates	818
Observation and Training Schools—	
Enrollment in Campus Training School—	
High School Department	126
Elementary Department	304
Enrollment in Falmouth Training School	83
Total number of Observation and Training School Students	513
Total number receiving instruction through the college, less all duplicates	1,331

INDEX

	Page
Accessibility	28
Administrative Officers	10
Administration	39
Admission Requirements	34
Aid Positions	36
Alumnae	55
Applicants for the B. S. Degree	119
Applicants for the Two-Year Diploma	120
Application Blank	143
Art, Courses Offered	71
Athletic Associations	54
Bachelor of Science Degree, Requirements for	60
Battlefield, The	54
Board of Education	9
Buildings	28
Bullet, The	54
Carolina Club	53
Change of Schedule or Courses	40
Choir Class	52
Choral Club	51
Class Standing of Students	40
Climate and Health	28
Club Room	51
College Calendar	5
Commencement	38
Commerce, Courses Offered	57, 69, 80
Commercial Teachers, Curriculum for	69
Course Numbers	61
Curricula	55, 62
Day Students	35
Debating Teams	54
Departmental Organizations	54
Departments of Instruction	78
Art	78
Commerce	80
Education and Psychology	87
English	93
Home Economics and Dietetics	102

	Page
Language, Foreign	99
French	99
Latin	100
Mathematics	97
Music	99
Physical and Health Education	104
Science	111
Social Science	115
Directions for Admission	35
Dramatic Club	46
Education and Psychology, Courses Offered	79
Elementary Teachers and Supervisors, Curriculum for	58
Elementary Certificate	49
English, Courses Offered	86
Equipment	31
Expenses	33
Extension	41
Faculty	11
Faculty Committees	22
Field Trips and Tours	46
Fine Arts	52
Four-Year Curricula	48
French	95
General Information	23
General Welfare	47
German Club	52
Grading System	42
Grammar Grade Teachers, Curriculum for	56
Government	49
Health	48
High School Teachers, Curriculum for	59
Holidays	49
Home Economics	51
Home Economics, Courses Offered	92
Home Economics, Teachers and Supervisors, Curriculum for	69
Kollege Kommercial Klub	53
Language, Courses Offered	95
French	95
Latin	96

	Page
Leaders Club	53
Lectures	41
Les Savantes	51
Loans	33
Location and History	26
Majors and Minors	61
Mathematics, Courses Offered	105
Miscellaneous Notes	38
Music	58, 73, 108
Music, Courses Offered	108
Music Teachers and Supervisors, Curriculum for	73
National Scholarship Fraternity	53
Northern Neck Club	53
Officers of Administration	10
Officers of Student Activities	23
Organization	39
Peanut Club	53
Physical Education and Athletics	58, 71
Physical and Health Education	58, 71, 113
Physical Education Teachers and Supervisors, Curriculum for	71
Physical and Health Education, Courses Offered	113
Placement Bureau	40
Pre-requisite for Student Teaching	42
Primary Teachers, Curriculum for	62
Principals, Curriculum for	59
Program of Studies	55
Psychology	87
Purpose	25
Quality Points	43
Recreational Facilities	31
Register of College Students	121
Religious Life	50
Requirements for B. S. Degree	44
Residence Requirements	44
Room Assignments	35
Scholarships, Aid Positions and Loans	36
Scholarship Quality Point System	43
Science, Courses Offered	120

	Page
Secretarial Course	81
Size of Classes	40
Social Life	51
Social Sciences, Courses Offered	23
Southwest Virginia Club	53
Special Curricula	57
Standing of Graduates	32
State Board of Education	9
Student Activities, Officers of	22
Student Advisory System	36
Student Load	40
Student Organizations and Activities	47
Summer Quarter	39
Supervision, Curriculum for	58
Teacher Placement Bureau	45
Terminology	47
Training Schools	41
Training School Calendar	6
Transfer of Credits	35
Transportation	24
Twelve Salient Reasons for Selecting this College	31
Two-Year Curricula	49
Vocational Curricula	57
Week-end Visits and Holidays	49

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

APPLICATION FOR ADMISSION

Date _____, 193__

I hereby apply for admission to the State Teachers College at
Fredericksburg beginning of session in September, 193__.

Name _____ Age _____

Address:

Post Office _____

Street _____

State _____ County _____

Name of parent or guardian _____

Do you wish a dormitory room reserved? _____

Name of preferred roommate _____

Graduate of what high school _____ year _____

Is it accredited? _____. Have you done work beyond high school?

_____. If so, write your college to send us transcript of credits
earned.

Have you taught? _____ If so, how long? _____

Which of the curricula outlined on pages ____ to ____ of catalogue
do you plan to take? _____

*In consideration of exemption from tuition, do you agree to teach for
two years in Virginia? _____

*Not applicable to non-residents of Virginia.

STATE TEACHERS COLLEGE

FERRELLSBURG, VIRGINIA

APPLICATION FOR ADMISSION

D. R. _____

I hereby apply for admission to the State Teachers College at
Ferrellsburg beginning of session in September 19__.

Name _____

Address _____

Post Office _____

Street _____

County _____

Name of parent or guardian _____

Do you wish a dormitory room? _____

Name of previous employer _____

Graduate of what high school _____

Is it accredited? _____

Have you been employed by a school _____

If so, write your college to send a transcript of credits _____

earned _____

Have you taught? _____ If so, how long? _____

Would of the certificate entitled you to _____ of certificate _____

do you plan to teach _____

in consideration of exemption from tuition, do you agree to teach for _____

two years in Virginia? _____

Not applicable to non-residents of Virginia _____

